

## **FP0T 04 (CHS144) Deliver exercise sessions to improve individuals' health and wellbeing**

### **About this Unit**

This standard is about the delivery of exercise sessions for individuals or groups to assist with achievement of individual's goals and targets for health improvement. This may be undertaken in a range of settings that meet prescribed requirements and relevant protocols.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

**Values** — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

**Key Words and Concepts** — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

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**Specific Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> <li>◆ <b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. <b>For example</b>, how you offer physical and verbal support to assist individuals in carrying out the exercise activities correctly, safely and achieving their goals.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, the policies and guidance which clarify your scope of practice.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge.</li> <li>◆ <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.</li> <li>◆ <b>Expert Witness:</b> A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier.</li> <li>◆ <b>Prior Learning:</b> You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit.</li> <li>◆ <b>Simulation:</b> There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

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**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
1 The current European and National legislation, national guidelines, organisational policies and protocols in accordance with Clinical/Corporate Governance which affect your work practice in relation to delivering exercise sessions to improve individuals' health and wellbeing.	
2 Your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance.	
3 The duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer.	
4 How to assess potential risks associated with exercise sessions for individuals and groups.	
5 The policies and guidance which clarify your scope of practice.	
6 How to adapt communication styles in ways, which are appropriate to different needs, including culture, language or special needs.	
7 The reasons for poor motivation and the role of exercise in improving self esteem and self efficacy.	
8 How to provide constructive feedback and encouragement throughout the exercise session.	
9 The signs of an adverse reaction/response to exercise and what action to take when these are observed in an individual undertaking the exercise session.	
10 The local availability and cost of exercise facilities and services.	
11 Local guidelines for provision of heating, lighting and ventilation in the exercise session venue.	
12 How to provide constructive feedback.	
13 What is meant by 'the FITT principles' and how these impact upon the individual's exercise and physical activity plan.	
14 The importance of providing warm up and cool down exercises and the appropriate exercises to use to meet individuals needs and abilities.	
15 Basic cardiovascular anatomy, physiology and the effects of exercise.	
16 The models used in designing and developing exercise programmes for individuals and/or groups.	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
17 The ways in which exercise programmes can be adapted to meet individual's needs and abilities.	
18 The techniques used to measure and evaluate results of the individual's response to exercise.	
19 Effective weight management and training techniques appropriate for use with individuals and groups.	
20 The range of exercise equipment, the correct and safe use purpose, capabilities and limitations of each.	
21 Record keeping practices and procedures in relation to delivering exercise sessions to individuals and groups.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Structure and adapt exercise sessions according to individuals' needs, abilities and goals, identified risks and planned programme of frequency, intensity, type and timing.					
2	Ensure adequate warm up and cool down exercises are used before and after the main exercise session.							
3	Interpret measures of response to exercise and provide feedback to individuals on their progress towards agreed goals.							
4	Offer physical and verbal support to assist individuals in carrying out the exercise activities correctly, safely and achieving their goals.							
5	Provide feedback and encouragement to individuals in a manner and at times which promotes their confidence and motivation.							
6	Take appropriate steps to discontinue with the exercise session if the individual displays signs of an adverse response/reaction and take appropriate action.							
7	Confirm the outcomes of the activity with the individual and agree future goals, targets and any changes to planned programme of exercise.							
8	Support the individual with plans for further activities at suitable intervals to meet the individual's needs, abilities and goals.							
9	Clearly and accurately document individuals' response to exercise, goals achieved, difficulties experienced and future exercise plans.							

DO = Direct Observation  
 EW = Expert Witness  
 PD = Professional Discussion

RA = Reflective Account  
 P = Product (Work)

Q = Questions  
 WT = Witness Testimony

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*To be completed by the candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal verifier feedback**

*To be completed by the internal verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the internal verifier***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....