



Qualification
Guidance

Level 3 Award in Designing Exercise Programmes for Older Adults

Qualification
Accreditation Number:
601/1148/3
Version AIQ004536

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.

Level 3 Award in Designing Exercise Programmes for Older Adults

Qualification Accreditation No: 601/1148/3

Introduction

The Active IQ Level 3 Award in Designing Exercise Programmes for Older Adults is at level 3 on the Regulated Qualifications Framework.

Guided learning hours: 12 Total Qualification Time: 30 Credit: 6

Minimum credit to be achieved at or above the level of the qualification	3
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

Entry Requirements

- Level 2 Certificate in Fitness Instructing (Gym, ETM or Aqua) or
- Level 3 Certificate in Personal Training or
- Level 3 Diploma in Exercise Referral or
- Level 3 Diploma in Teaching Yoga or
- Level 3 Diploma in Instructing Pilates Matwork

Qualification Outline

Target Learners:

Qualified:

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

Aim:

To provide learners with the knowledge and skills to:

- design and adapt programmes to meet the needs of older adults.

Objectives:

To provide learners with the knowledge to:

- understand the effects of ageing on the UK population
- understand the physiological and biomechanical changes associated with ageing and their implications for physical activity
- understand the medical conditions commonly associated with old age and their implications for physical activity
- understand the key considerations for older adults participating in physical activity
- understand the communication skills required to engage with older adults

- understand the principles of collecting information to plan a physical activity programme for the older adult
- understand how to identify goals with older adults
- understand how to plan a physical activity programme for the older adult
- understand the teaching and instructing skills required when working with older adults
- be able to plan a physical activity programme for the older adult
- understand how to adapt exercise to meet the needs of older adults

Progression:

This qualification provides progression on to:

- Active IQ Level 3 Certificate in Personal Training
- Active IQ Level 3 Diploma in Exercise Referral
- Active IQ Level 3 Award in Designing Pre and Post Natal Exercise Programmes
- Active IQ Level 4 Certificate in Exercise for the Management of Low Back Pain
- Active IQ Level 4 Certificate in Exercise and Nutritional Interventions for Obesity and Diabetes

Links to National Occupational Standards

There are links to:

- D467 Adapt a physical activity programme to the needs of older adults
- A355 Reflect on and develop own practice in providing exercise and physical activity
- C22 Promote health, safety and welfare in active leisure and recreation
- C316 Work with clients to help them to adhere to exercise and physical
- D459 Evaluate exercise and physical activity programmes
- D462 Apply the principles of nutrition to support client goals as part of a physical activity programme
- D465 Design, manage and adapt a mat Pilates programme
- D466 Instruct mat Pilates sessions

The units fully incorporate the 'Principles for development and assessment of special populations qualifications' agreed in Feb 2012 and adhere to the older adult special population specific criteria.

This qualification will entitle learners to gain the additional category 'older adults' on REPs.

Occupational competence statements for tutoring, assessing and internal verifying

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

Required Criteria

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught i.e. exercise for older adults
- 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 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training (QCF)
- Level 4 Certificate in Education and Training (QCF)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- 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.

Active IQ Level 3 Award in Designing Exercise Programmes for Older Adults

Qualification Structure

This qualification comprises of 2 mandatory units (6 Credits)

Mandatory Units

Unit	Unit title	Unit accreditation number	Level	Credits
1	Physical activity and health considerations for the older adult	H/504/3555	3	3
2	Designing and adapting exercise programmes for the older adult	K/504/3556	3	3

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the effects of ageing on the UK population	1.1 Describe how the UK's demographics have changed over the last 20 years to include: <ul style="list-style-type: none"> • age • gender 1.2 Give an overview of the different theories of ageing to include: <ul style="list-style-type: none"> • chronological • biological • functional • successful • pathological 1.3 Describe the benefits of physical activity for the older person to include: <ul style="list-style-type: none"> • disease prevention • health promotion • preservation of function • quality of life 1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect
2. Understand the physiological and biomechanical changes associated with ageing and their implications for physical activity	2.1 Explain the skeletal system changes associated with ageing 2.2 Explain the muscular system changes associated with ageing 2.3 Explain the respiratory system changes associated with ageing 2.4 Explain the cardiovascular system changes associated with ageing 2.5 Explain the nervous system changes associated with ageing 2.6 Describe the implications for the older adults' ability to perform physical activity to include: <ul style="list-style-type: none"> • benefits • risks
3. Understand the medical conditions commonly associated with old age and their implications for physical activity	3.1 Outline medical conditions commonly associated with old age 3.2 Outline any implications these medical conditions may have on the client's ability to partake in physical activity

<p>4. Understand the key considerations for older adults participating in physical activity</p>	<p>4.1 Explain the absolute contraindications to exercise</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 Explain the risks of exercise for an older adult</p> <p>4.3 Define the fitness professional's scope of practice</p> <p>4.4 Describe how to deal with a client who has a medical condition outside the scope of practice of the fitness professional</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 Identify the warning signs that indicate the client should stop exercising</p> <p>4.7 Explain how to respond to these warning signs</p> <p>4.8 Explain how to maintain the safety of older clients in an emergency</p> <p>4.9 Describe the key considerations when developing an effective working relationship with older clients</p> <p>4.10 List the types of real and perceived barriers that older clients may have regards participating in physical activity</p> <p>4.11 Describe ways in which these barriers can be overcome</p> <p>4.12 Identify credible sources of information on age-related issues e.g. health, social, exercise / activity</p>
<p>5. Understand the communication skills required to engage with older adults</p>	<p>5.1 Describe a range of motivational communication strategies suitable when working with older adults in a range of settings / environments e.g. sheltered housing, residential homes, community centres, leisure centres</p> <p>5.2 Explain why the use of appropriate language is vital when engaging with clients</p> <p>5.3 Explain the importance of listening to and addressing client feedback</p> <p>5.4 Describe how to develop social support strategies to enable long-term participation</p> <p>5.5 Describe the components of age friendly marketing strategies</p>
<p>Assessment</p>	<p>Worksheets Assignment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of collecting information to plan a physical activity programme for the older adult	1.1 Explain the principles of informed consent 1.2 Summarise the client information that should be collected when designing a physical activity programme for the older adult Give an overview of the different theories of ageing to include: 1.3 Explain how to interpret information collected from the client in order to identify client needs and goals 1.4 Explain the legal and ethical implications of collecting client information
2. Understand the physiological and biomechanical changes associated with ageing and their implications for physical activity	2.1 Explain how to identify clients' short, medium and long term goals to include: <ul style="list-style-type: none"> • physical / functional • psychological • social • lifestyle • adherence 2.2 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a physical activity programme for the older adult
3. Understand the medical conditions commonly associated with old age and their implications for physical activity	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 the older adult 3.2 Explain how to incorporate the components of fitness and principles of training into programme design 3.3 Describe a range of safe and effective exercises/ physical activities suitable for older adults 3.4 Explain how to include physical activities as part of a client's lifestyle to complement exercise sessions 3.5 Identify when it might be appropriate to share the programme with other professionals
4. Understand the teaching and instructing skills required when working with older adults	4.1 Explain how to develop and refine their teaching skills to enable the effective instruction of older adults to include: <ul style="list-style-type: none"> • visual and verbal instruction • observation • movement analysis 4.2 Explain how to develop safe, effective, enjoyable older adult friendly exercise and physical activity environments 4.3 Explain how to create a social atmosphere and peer support groups

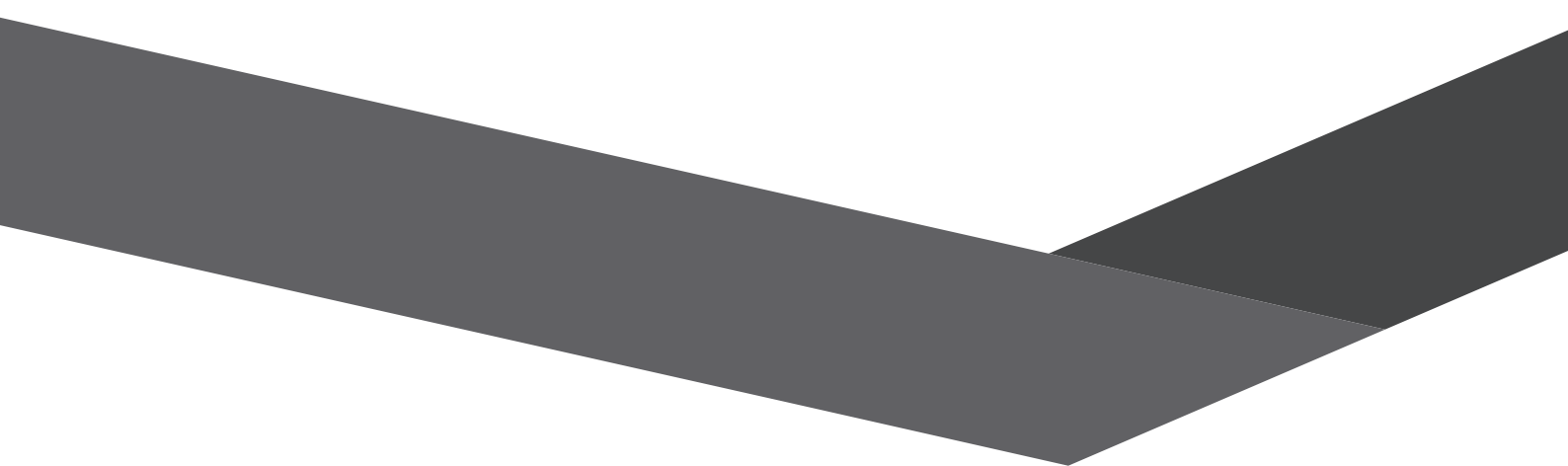
<p>5. Be able to plan a physical activity programme for the older adult</p>	<p>5.1 Plan specific outcome measures, stages of achievement and exercises/ physical activities that are:</p> <ul style="list-style-type: none"> • appropriate to client's age, any associated medical condition/s, goals and level of fitness • consistent with accepted good practice <p>5.2 Ensure appropriate components of fitness are built into the programme</p> <p>5.3 Apply the principles of training which are appropriate to the client, their age and 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>
<p>6. Understand how to adapt exercise to meet the needs of older adults</p>	<p>6.1 Explain why it is important to monitor individual progress if more than one client is involved in the session</p> <p>6.2 Describe different methods of monitoring client's progress during exercise, including groups of clients</p> <p>6.3 Explain when it may be necessary to adapt planned exercises to meet client's needs</p> <p>6.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and the environment</p> <p>6.5 Explain how to modify the intensity of exercise according to the needs and response of the clients</p>
<p>Assessment</p>	<p>Case study Worksheet</p>

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

