

YMCA Level 3 Award in Adapting Exercise for Independently Active, Older People (600/5879/1)

Qualification Specification



YMCA Awards

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Level 3 Award in Adapting Exercise for Independently Active, Older People

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for Curriculum, Examinations and Assessment)
- QW Qualifications Wales

Qualification aim

The aim of this qualification is for the learner to be able to recognise the skills, knowledge and competence needed to work with independently active, older people in an unsupervised manner. There is a particular focus on the considerations for safe and effective exercise and how to plan and adapt exercise for this demographic group.

Overview of knowledge, skills and understanding

Knowledge and understanding relating to the qualification:

- Recognise who 'independently active, older people' are in the population.
- The ageing process and demographics.
- The effects of ageing and inactivity on body systems, cognitive function/performance, psychological/emotional/social function and wellbeing.
- The special considerations that must be taken into account when programming and delivering exercise for independently active, older people and the benefits of physical activity and exercise to them.
- How to support and motivate the independently active, older adult in exercise and promote exercise for this section of the population.
- The impact of ageing on the planning and delivery of safe exercise for independently active, older people.
- The components of a pre-exercise consultation with independently active, older people.
- How to plan and adapt exercise, and adapt session instruction, for independently active, older people.

Skills relating to the qualification:

- Conduct a pre-exercise consultation with independently active older people.
- Plan a progressive programme for independently active, older people.

Target group and age range

This qualification is aimed at a range of learners over the age of 16.

Qualification structure

To achieve the YMCA Level 3 Award in Adapting Exercise for Independently Active Older People, learners must complete 2 mandatory units.

Unit reference number	Unit title	Level	Credit
K/504/0995	Considerations for safe and effective exercise for independently active, older people	3	2
M/504/0996	Plan and adapt exercise programmes for independently active, older people	3	2

The Total Qualification Time (TQT) for this qualification is 40. The Guided Learning Hours (GLH) assigned are 26 minimum.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

Learner prerequisites

- Level 2 Certificate in Fitness Instructing or equivalent

Opportunities for progression

Future employment possibilities

This qualification can lead to employment as an ‘Older adult exercise instructor’ within the active leisure sector.

Progression to further/higher level learning

This qualification provides a REPs older adult CPD category of registration on application and provides progression to other qualifications, for example:

- Level 3 Award in Adapting Exercise for Ante Natal and Post Natal Clients
- Level 3 Award in Programming and Supervising Exercise with Disabled Clients
- Level 3 Diploma in Exercise Referral.

Mapping to standards

There are no standards directly mapping to this qualification at the present time.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (e.g., be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (e.g., know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance

The YMCA Awards Level 3 Award in adapting Exercise for Independently Active, Older People is assessed through a combination of internal and external assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

A Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of prior learning (RPL)
- Summary of achievement.

Centres need to ensure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessments methods see the suggested example in the 'Qualification content' section of this specification.

External assessment

There is an externally set multiple choice theory paper for 'Considerations for safe and effective exercise for independently active, older people' (K/504/0995). A link to a mock paper can be found by visiting the centre home page and viewing this link: <http://www.ymcaawards.co.uk/download-resources/mock-papers>.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Unit specifications and recommended assessment methods

Considerations for safe and effective exercise for independently active, older people (K/504/0995)

Unit aim

This unit develops the learner's knowledge of the effects of ageing and inactivity and the benefits of physical activity for an ageing population, the special considerations for planning and delivering exercise to this group and how to support and motivate independently active, older people to exercise.

Unit content

The learner will:

1. Know who 'independently active, older people' are

The learner can:

1.1 Describe functional classification models for the older population

1.2 Identify the range of clients who could participate safely and effectively

1.3 Identify the range for whom 'exercise for independently active, older adults' is considered contraindicated

1.4 Identify outcomes that older people may want from physical activity participation

The learner will:

2. Understand the ageing process and demographics

The learner can:

2.1 Define ageing in terms of:

- Physiological
- Biological
- Chronological
- Psychological
- Functional

2.2 Describe ageing in terms of:

- Usual
- Successful
- Pathological

2.3 Identify demographics relating to the older population

2.4 Identify how widespread inactivity is in the older population

The learner will:

3. Know the effects of ageing and inactivity

The learner can:

3.1 Identify the changes that may result from ageing and inactivity to:

- Skeletal system
- Muscular system
- Cardiovascular system
- Respiratory system
- Nervous system
- Cognitive function/performance
- Social/psychological/emotional function
- Well-being

The learner will:

4. Understand the special considerations that must be taken into account when programming and delivering exercise for independently active, older people

The learner can:

4.1 Identify where to access further advice, guidance and support regarding special considerations

4.2 Identify common functional impairments experienced by older people

4.3 Outline the effects that common functional impairments may have on the ability to participate safely in exercise

4.4 Describe the potential common effects of medication on the ability to participate safely in exercise

4.5 Identify the absolute contraindications and cautions relating to participation in exercise

4.6 Identify diseases common in old age, stating their:

- Prevalence
- Presentation
- Associated loss of function

The learner will:

5. Understand the benefits of physical activity and exercise for independently active, older people

The learner can:

5.1 Identify differences between physical activity and exercise

5.2 Describe benefits of regular physical activity and exercise during ageing:

- Short-term evidence-based
- Long-term evidence-based
- Others agreed by experts

5.3 Explain how the benefits of exercise are affected by:

- Type
- Frequency
- Duration
- Intensity
- Individual differences

The learner will:

6. Understand how to support and motivate the independently active, older adult in exercise

The learner can:

6.1 Explain possible barriers to exercise participation, including:

- Fear of falling
- Self-efficacy
- Depression
- Cognitive impairment

6.2 Describe behaviour change principles

6.3 Describe possible motivators to exercise participation

6.4 Describe evidence-based motivational strategies that assist in initiating and sustaining exercise participation

6.5 Explain the legal implications for delivering exercise for older people

6.6 Describe personal conduct when delivering exercise for older people

The learner will:

7. Understand how to promote exercise for independently active older people

The learner can:

7.1 Describe appropriate marketing strategies to promote exercise

7.2 Describe how to market the effects of exercise on ageing and inactivity

7.3 Describe use of appropriate terminology and images

7.4 Identify the need to deliver the right marketing message to a diverse older population

Assessment specification

- Externally set multiple choice theory paper

Plan and adapt exercise programmes for independently active, older people (M/504/0996)

Unit aim

This unit develops the learner's knowledge and skills in planning and adapting exercise for independently active, older people. Learners will be able to carry out a pre-exercise consultation to collect information and negotiate goals to plan exercise programmes for independently active, older people. In addition, learners will show that they understand how to adapt their instructing skills for this population.

Unit content

The learner will:

1. Understand the impact of ageing on planning and delivery of safe exercise for independently active, older people

The learner can:

1.1 Explain how age related body system changes will influence the planning and delivery of safe exercise

1.2 Explain how evidence-based guidelines for the following session components will impact on the planning and delivery of exercise:

- Muscular strength, power and endurance
- Flexibility
- Aerobic power and endurance
- Metabolic function
- Motor skills

The learner will:

2. Understand the components of a pre-exercise consultation with independently active older people

The learner can:

2.1 Explain the need for:

- Pre-exercise health screening
- Assessment of functional capacity

2.2 Describe how to use appropriate goal setting methods

2.3 Identify the difference between behavioural goals and outcome goals

The learner will:

3. Be able to conduct a pre-exercise consultation with independently active older people

The learner can:

3.1 Collect and record information from:

- Pre-exercise health screening
- Assessment of functional capacity

3.2 Explain accurately the findings of this screening/assessment

3.3 Negotiate person-centred, SMART goals:

- Short-term
- Medium-term
- Long-term

The learner will:

4. Understand how to plan and adapt exercise for independently active older people

The learner can:

4.1 Explain the reasons for planning a progressive programme

4.2 Outline the current guidelines on physical activity for older adults

4.3 Identify the differences between current and previous physical activity and exercise guidelines for the older person

4.4 Explain how to apply the principles of training to each component of physical fitness for the older person

4.5 Explain how to adapt a programme to accommodate prevalent diseases in terms of:

- Structure
- Content
- Room layout
- Equipment
- Communication strategies

The learner will:

5. Understand how to adapt session instruction for independently active older people

The learner can:

5.1 Explain how to adapt verbal and non-verbal communication methods to make sure clients understand what is required

5.2 Explain how to adapt the speed of exercise to ensure safety and effectiveness

5.3 Explain how to ensure safe transitions between session components and exercises

5.4 Explain how to adapt instruction to accommodate functional impairment

The learner will:

6. Be able to plan a progressive programme for independently active, older people

The learner can:

6.1 Produce a progressive programme that:

- Is tailor-made
- Meets the functional needs of the participant
- Meets the psychological needs of the client
- Meets client goals

6.2 Identify appropriate age-friendly resources:

- Environment
- Equipment

6.3 adhere to evidence based guidelines when planning sessions within a progressive programme

6.4 Produce a progressive programme that contains the following session components:

- Warm up
- Main workout
- Cool down

6.5 Record the programme in an appropriate format

Assessment specification

- Worksheet
- Case study



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

*To view YMCA Awards' full range of qualifications please visit
www.ymcaawards.co.uk.*

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