

The Qualification Hub

Qualification Specification

TQH Level 3 Award in Designing Exercise Programmes for
Older Adults





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The Qualification Hub (TQH)

The Qualification Hub (TQH) is an Awarding Organisation based in Northern Ireland that is regulated by CCEA Regulation. TQH is responsible for creating and granting professional and technical (vocational) qualifications ranging from Entry Level 1 to Level 8.

TQH Contact Details

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Qualification Level

The level of a qualification reflects the level of difficulty and complexity of the knowledge and skills it requires. The qualification levels range from Entry Level 1 to Level 8.

Qualification Size

In the context of qualifications, size refers to the estimated total amount of time required for studying and assessment. This size is measured in terms of Total Qualification Time (TQT), which includes Guided Learning Hours (GLH) - the portion of time spent in supervised or taught sessions, as opposed to studying independently.



TQH Qualification Regulation Information

TQH Level 3 Award in Designing Exercise Programmes for Older Adults

Operational start date: 2023

Certification end date: (TBC)

The start and end dates of TQH qualification's operation signify the duration of its regulated lifecycle. The end date marks the final deadline for learners to enrol in the qualification. After this date, learners have a maximum of 2 years to finish the qualification and obtain their certificate.

All The Qualification Hub qualifications are published to the Register of Regulated Qualifications (<https://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation.



Overview - TQH Level 3 Award in Designing Exercise Programmes for Older Adults

Sector Subject Area

8.1 - Sport, leisure, and Recreation

Qualifications Aim

This qualification is designed for learners aged 16 and over. The aim of the Level 3 Award in Developing Exercise Programmes for Older Adults is to provide learners with comprehensive knowledge and skills necessary to design and adapt exercise programmes specifically tailored for older adults. By focusing on understanding the effects of ageing, principles of programme design, adaptations for individual clients, and considerations for the older adult population, this course aims to equip learners with the expertise needed to create exercise programmes that meet the unique needs and goals of older adults.

Qualifications Objectives

The objectives are to provide learners with the knowledge and skills in the following areas;

- Understand the effects of ageing on the UK population.
- Describe the demographics and theories of ageing.
- Explain the benefits of physical activity for older persons, including disease prevention, health promotion, preservation of function, and improved quality of life.
- Understand the physiological and biomechanical changes associated with ageing and their implications for physical activity.
- Identify 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 principles of collecting information to plan a physical activity programme for older adults.
- Explain the importance of nutrition, hydration, and fluid replacement for older adults.
- Understand the teaching and instructing skills required when working with older adults.
- Understand how to adapt exercise to meet the needs of older adults.



This qualification relates to the National Occupational Standards (NOS)

There is a link to:

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)

Learning and Development Requirements (LDR) for:

- 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

Grading

Grading for TQH Level 3 Award in Designing Exercise Programmes for Older Adults is pass/fail.

Qualification Target Group

The target market for this qualification encompasses a diverse range of professionals in the fitness and wellness industry who seek to enhance their expertise in working with older adults. Fitness Instructors, Exercise Referral Instructors, Yoga teachers, Pilates Instructors, and Personal Trainers form a key segment of this target market. These professionals are passionate about promoting health and well-being and are dedicated to serving the specific needs of older adults. By obtaining this qualification, they aim to expand their skill set, deepen their understanding of the ageing process, and acquire the necessary knowledge and practical skills to design and adapt exercise programmes that cater to the unique requirements of older adult clients. It is essential for learners to possess basic communication skills pitched at level 3 and basic numerical skills at level 2.



Progression

This qualification provides a pathway for further progression into related Level 3 or Level 4 qualifications, including;

- TQH Level 3 Certificate in Personal Training
- Level 3 Diploma in Exercise Referral
- TQH Level 3 Award in Supporting Antenatal and Postnatal Clients through Fitness and Well-being
- Level 4 Certificate in Exercise for the Management of Low Back Pain
- Level 4 Certificate in Exercise and Nutritional Interventions for Obesity and Diabetes.

Delivery Languages

TQH Level 3 Award in Designing Exercise Programmes for Older Adults is available in English only at this time.



Centre Requirements for Delivering the Qualification

Prior to commencing delivery, both new and existing TQH recognised centres must apply for and be granted approval to deliver the qualification. Centres are required to have the following roles in place as a minimum:

- Centre Contact
- Tutor
- Assessor
- Internal Quality Assurer (IQA)

(To obtain further information regarding the approved centre prerequisites, kindly refer to TQH Centre Approval Process for detailed guidance)

Requirements for Tutors

Tutors should hold, or be working towards, a teaching qualification. The following examples are acceptable, although TQH will consider other teaching qualifications on request:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS).
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS).
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS).
- Certificate of Education.
- PGCE.
- Award in Education and Training.
- Certificate in Education and Training.
- Bachelor of Education (BEd)



The tutor will need to demonstrate they have the appropriate knowledge, understanding, and competence for TQH qualification they wish to teach.

Tutors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the tutor's role. This ensures tutors keep pace with the current trends and standards of others working in their industry.

Requirements for Assessors

Assessors should hold, or be working towards, a recognised assessing qualification. The following examples are acceptable, although TQH will consider other assessor qualifications on request:

- D32/33 qualification.
- A1 qualification.
- Level 3 Award in Understanding the Principles and Practices of Assessment or equivalent.
- Level 3 Award in Assessing Vocationally Related Achievement or equivalent.
- Level 3 Award in Assessing Competence in the Work Environment or equivalent.
- Level 3 Certificate in Assessing Vocational Achievement or equivalent.

If assessors wish to assess work-based competency qualifications, then they must hold, or be working towards, one of the following qualifications:

- D32/D33 qualification.
- A1 qualification.
- Level 3 Award in Assessing Competence in the Work Environment or equivalent.
- Level 3 Certificate in Assessing Vocational Achievement or equivalent.

Assessors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12



months prior to applying for the Assessor role. This ensures staff keep up with the current trends and standards of others working in their industry.

Trainee assessors must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Requirements for an Internal Quality Assurer (IQA)

IQA's should hold, or be working towards, a recognised Internal Quality Assurance qualification. The following examples are acceptable, although TQH will consider other IQA qualifications on request:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

Internal Quality Assurers must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the IQA role. This ensures staff keep pace with the current trends and standards of others working in their industry.

Trainee IQA's must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.



Important Notes

- It is not best practice for the IQA to provide the QA for aspects of course delivery that s/he has tutored
- It is not permitted for the IQA to provide the internal quality assurance of his/her own assessment.

Quality Assurance of Centre Performance

External Quality Assurance

The EQA will typically visit the Centre twice a year, with one visit being announced and the other unannounced.

The role of the External Quality Assurer is to collaborate with the Centre to review its systems and procedures, interview assessors for consistency, support and work with the IQAs, and interview learners both remotely and in person, sampling assessments both incognito and openly with the Centre. The EQA will also examine internal quality assurance decisions and records, and verify that full qualification or individual unit certifications are correct.

The Centre is responsible for providing the EQA with access to its premises, staff, learners, data, records, meetings, and documents as required. The Centre uses TQH Platform and all learner data is available online 24/7.

The EQA will validate evidence on TQH system on a weekly basis to provide feedback and certification.

Standardisation

It is a method that assures all staff members, such as teachers, trainers, assessors, and quality assurance personnel, interpret and adhere to the programme's requirements or qualifications in the same manner.



If requested, centres offering units of a TQH qualification must attend and provide assessment materials and learner evidence for standardisation events.

Administration

Learner Registration

- A. Use its best endeavours to verify that the identity and information provided by the Learners upon registration is accurate and complete as per Identification Policy;
- B. Register Learners promptly upon enrolment with the Centre. The centre must register learners on TQH platform 14 days after enrolling learners at centre level;
- C. Only register Learners for qualifications whom it reasonably expects to complete a qualification;
- D. Only register Learners for qualifications the centre is approved to deliver;
- E. Take all reasonable steps to ensure that learners are fully informed about the requirements of their selected qualifications as set out in the relevant qualification specifications and guides published by TQH.
- F. Provide appropriate induction and support to learners, in accordance with TQH Policies and Procedures.
- G. Have in place arrangements to allow for recognition of prior learning, where this is appropriate for a qualification, and in accordance with the relevant TQH Policies and Procedures;

(To obtain further information regarding registration, kindly refer to Registration of Learners)

Certification

The primary responsibility for initiating certificate claims lies with the Centres. A Centre cannot make a claim for certification unless it is confident that the student has completed all necessary assessments and has reached the required level of proficiency for the qualification. Only after completing all internal



quality assurance procedures can a Centre make this determination. Certificates will be issued within 20 working days.

Qualification Fees

TQH publishes all up to date qualification fees in its Fees and Invoicing Policy.

Equality, Fairness and Inclusion

In developing the specifications for these qualifications, TQH has taken into account the demands of equality legislation. If you need more information or guidance on how to access fair assessments or want to know more about TQH's Reasonable Adjustments and Special Considerations policies.

TQH Centre handbook contains additional information on the headings mentioned. Please refer to it for further details.



Structure and Content - TQH Level 3 Award in Designing Exercise Programmes for Older Adults

Accreditation Number	610/3194/X
Guided learning hours	24
Total qualification time	35

Unit	Level	GLH	Credits	Portfolio	Practical observation
Considerations of Physical Activity and Health for Older Adults	3	14	2	✓	
Designing Exercise Programmes for Older Adults	3	10	2	✓	
• Learners must complete the two mandatory units. • Successful completion of all components results in a pass grade.					



Unit 1 - Considerations of Physical Activity and Health for Older Adults

1 Understand the effects of ageing on the UK population.	1.1 Describe how age influences the demographic landscape, and discuss the significance of the 50+ age category in understanding the ageing population. 1.2 Explain the role of gender in demographic shifts and its impact on the ageing experience. 1.3 Outline the influence of culture and ethnicity on the demographics of ageing. 1.4 Describe how socio-economic status affects the demographic patterns of ageing. 1.5 Explain the relevance of geographical location in understanding ageing demographics. 1.6 Discuss the different theories of ageing, including chronological age, biological age, functional age, pathological age, and successful age. 1.7 Explain the changes that have occurred in the demographics of the UK over the past two decades, specifically in terms of: - Age distribution, - Gender composition
2. Understand the impacts of ageing on the population of the United Kingdom.	2.1 Outline different theories of ageing to include : Chronological age, Biological age, Functional age, Pathological age, and Successful ageing. 2.2 Explain the advantages of physical activity for older individuals, encompassing: • reducing the risk of chronic diseases • health promotion • retention of functional abilities • quality of life
3. Understand the age-related physiological and biomechanical changes	3.1 Describe the skeletal system changes associated with ageing. 3.2 Describe the muscular system changes associated with ageing. 3.3 Describe the respiratory system changes associated with ageing. 3.4 Describe the cardiovascular system changes associated with



and their impact on physical activity.	ageing. 3.5 Describe the nervous system changes associated with ageing. 3.6 Explain the short and long-term effects of exercise on blood pressure 3.7 Explain the endocrine system and its relationship to exercise 3.8 Explain the neuromuscular adaptations to exercise and the benefits for older adults
4. Understand the medical conditions commonly associated with ageing and their implications for physical activity.	4.1 Outline the medical conditions commonly associated with ageing: 1. Arthritis 2. Osteoporosis 3. Osteopenia 4. Sarcopenia 5. Hypertension (high blood pressure) 6. Diabetes 1 7. Diabetes 2 8. Cardiovascular diseases (e.g., heart disease, stroke) 9. Chronic obstructive pulmonary disease (COPD) 10. Depression 11. Anxiety disorders 12. Urinary incontinence 13. Hearing loss 14. Visual impairments 15. Chronic pain conditions 16. Sleep disorders 17. Gastrointestinal disorders 4.2 Outline potential implications medical conditions may have on a client's ability to engage in physical activity. 4.3 Describe the specific implications of these medical conditions on the design and implementation of exercise programmes for older adults. 4.4 Describe strategies that can be employed to mitigate the risks and challenges associated with these medical conditions during physical activity. 4.5 Describe how healthcare professionals and exercise specialists collaborate to ensure the safe and effective participation of older adults with these medical conditions in physical activity programmes. 4.6 Describe the implications for the older adults' ability to perform physical activity to include:



	• benefits • risks
5. Understand the benefits of and barriers to physical activity for older adults.	5.1 Summarise recent research findings on the relationship between physical activity, physical inactivity, and ageing. 5.2 explain the difference between real and perceived barriers 5.3 List common barriers that hinder physical activity for older adults. 5.4 Explain potential solutions to overcome common barriers faced by older adults when engaging in physical activity. 5.5 Outline prevalent medical conditions commonly observed in older age. 5.6 Describe the abnormalities that may occur in the sensory systems with advancing age.
6. Understand the essential factors that need to be considered when older adults participate in physical activity.	6.1 Explain the absolute contraindications to exercise, considering their implications for the central nervous system (CNS) and peripheral nervous system (PNS), including somatic and autonomic systems. 6.2 Define the scope of practice for a fitness professional, outlining the specific responsibilities and limitations within their role. 6.3 Describe the appropriate approach to managing a client who presents a medical condition that falls outside the fitness professional's scope of practice. 6.4 Explain the process of motor unit recruitment, emphasising the significance of a motor unit's size and the number of muscle fibres in physical activity performance and training. 6.5 Identify the warning signs that indicate the client should stop exercising. 6.6 Explain how to respond to exercise warning signs to ensure client safety appropriately. 6.7 Describe the necessary steps to maintain the safety of older clients in emergencies during physical activity. 6.8 Outline the key considerations for developing an effective working relationship with older clients, considering their unique needs and preferences. 6.9 List the types of real and perceived barriers that older clients may encounter when it comes to participating in physical activity. 6.10 Describe effective strategies and approaches to overcome these barriers faced by older clients. 6.11 Identify credible sources of information on age-related



	issues, including health, social aspects, and exercise/activity recommendations.
7. Understand the importance of nutrition, hydration, and fluid replacement for older adults.	7.1 Describe the key nutritional considerations specific to older adults. 7.2 Explain the potential consequences of inadequate hydration and fluid replacement in older adults. 7.3 List the important nutrients they require and explain their significance for maintaining optimal health and well-being. 7.4 Outline the implications for overall health, including effects on cognitive function, cardiovascular health, and kidney function. 7.5 Outline the specific challenges that older adults may face in meeting their nutritional needs due to age-related changes 7.6 Describe dietary strategies that can address these challenges and promote proper nutrition. 7.7 Describe the role of nutrition in managing age-related conditions such as osteoporosis, cardiovascular diseases, and cognitive decline. 7.8 Explain how a well-balanced diet, including specific nutrients, can support healthy ageing and mitigate the risk of these conditions. 7.9 List nutrient-dense foods that are particularly beneficial for older adults. 7.10 Outline the factors that may affect the nutritional status of older adults, such as diminished appetite, reduced taste sensation, or medication interactions
8. Understand the essential communication skills necessary for effectively engaging with older adults.	8.1 Describe how person-centred communication can enhance engagement, empowerment, and overall satisfaction. 8.2 Describe diverse motivational communication strategies that are suitable for working with older adults in various settings and environments, such as sheltered housing, residential homes, community centres, and leisure centres. 8.3 Explain the significance of using appropriate language when engaging with clients and the impact it can have on effective communication and building rapport. 8.4 Discuss the importance of actively listening to client feedback and addressing their concerns, and explain how this contributes to client satisfaction and improved outcomes. 8.5 Describe effective ways to develop social support strategies that facilitate long-term participation and enhance the overall experience for older adults engaging in physical activity.



	8.6 Outline the key components of age-friendly marketing strategies that are designed to attract and engage older adults in physical activity programmes and services. 8.7 Describe the importance of cultural sensitivity and diversity awareness in communication when interacting with older adults.
Assessment method	Portfolio of evidence



Unit 2 - Level 3 Designing Exercise Programmes for Older Adults

1. Understand the Collection of information in Designing Physical Activity Programmes for Older Adults.	1.1 Explain the principles of informed consent when collecting client information for a physical activity programme for older adults. 1.2 Summarise the client information that should be collected when designing a physical activity programme for the older adult, considering factors such as medical history, current fitness level, and specific goals. 1.3 Explain how to interpret the information collected from the client in order to identify their needs and goals for the physical activity programme. 1.4 Explain the legal and ethical implications associated with collecting client information for a physical activity programme for older adults, including issues of privacy, confidentiality, and data protection. 1.5 Outline the importance of conducting a thorough physical assessment for older adults before developing a physical activity programme. Describe the key components and assessments involved. 1.6 Describe the role of behavioral and lifestyle assessments in understanding the client's readiness for change and determining appropriate strategies for behavior modification. 1.7 Explain the significance of establishing open and effective communication with the client during the information collection process to foster trust, ensure clarity, and promote active involvement in programme planning. 1.8 Discuss the importance of regularly updating and reassessing client information throughout the programme to accommodate changes in health status, goals, and preferences.
2. Understand how ageing affects the biomechanics of the body and the implications for	2.1 Explain strategies for identifying clients' short-term, medium-term, and long-term goals in a physical activity programme for older adults. Include considerations for physical/functional, psychological, social, lifestyle, and adherence goals. 2.2 Describe the application of SMART objectives in developing a physical activity programme for older adults.



engaging in physical activity.	2.3 Discuss the importance of assessing clients' physical and functional goals in designing a personalised physical activity programme for older adults. 2.4 Discuss how addressing psychological aspects enhances motivation, self-confidence, and enjoyment. 2.5 Explain the significance of considering clients' psychological goals when developing a physical activity programme for older adults. 2.6 Discuss how addressing psychological aspects enhances motivation, self-confidence, and enjoyment. 2.7 Outline the benefits of incorporating social and lifestyle goals into a physical activity programme for older adults.
3. Understand the incorporation of components of fitness and principles of training in the design of exercise programmes for older adults.	3.1 Explain the incorporation of fitness components and training principles into programme design for older adults. 3.2 Describe a variety of safe and effective exercises and physical activities that are suitable for older adults. 3.3 Explain how to integrate physical activities into a client's lifestyle to complement exercise sessions. 3.4 Identify situations when it may be appropriate to share the programme with other professionals. 3.5 Explain how each component contributes to overall fitness and well-being. 3.6 Outline the benefits of incorporating flexibility, cardiovascular endurance, muscular strength, and balance components into the programme design for older adults 3.7 Describe the importance of considering individual capabilities, preferences, and limitations when selecting safe and effective exercises and physical activities for older adults. 3.8 Explain how modifications and progressions can be implemented to accommodate varying fitness levels.
4. Understand the Key Skills Required for Teaching and Instructing Older Adults.	4.1 List the key teaching and instructing skills necessary when working with older adults. 4.2 Describe strategies for developing and refining teaching skills to enable effective instruction of older adults, including visual and verbal instruction, observation, and movement analysis. 4.3 Explain methods for developing safe, effective, and enjoyable exercise and physical activity environments specifically tailored to older adults. 4.4 Explain techniques for creating a social atmosphere and establishing peer support groups within exercise and physical



	activity settings for older adults. 4.5 Outline the importance of providing appropriate feedback and encouragement when instructing older adults during exercise sessions. 4.6 Describe strategies for adapting teaching approaches to accommodate different learning styles and individual needs among older adults. 4.7 Explain the role of effective communication and interpersonal skills in building rapport and trust when working with older adults during exercise and physical activity instruction.
5. Be able to plan a physical activity programme for older adults.	5.1 Develop a plan for specific outcome measures, stages of achievement, and appropriate exercises/physical activities considering the client's age, associated medical condition/s, goals, and fitness level, while adhering to accepted good practice. 5.2 Use suitable components of fitness in the programme. 5.3 Apply age-appropriate principles of training to assist the client in achieving short, medium, and long-term goals. 5.4 Collaborate with the client to agree on the programme's demands. 5.5 Establish appropriate evaluation methods and review points in consultation with the client. 5.6 Identify the necessary resources for implementing the programme. 5.7 Explain how age and any associated medical conditions impact the planning of a physical activity programme for older adults? 5.8 Outline considerations when selecting appropriate evaluation methods and review points for a physical activity programme for older adults? 5.9 Describe how effective communication and collaboration with the client contribute to the successful implementation of the planned physical activity programme.
6. Understand the process of adapting exercise to cater to the specific needs of older adults.	6.1 Explain the importance of monitoring individual progress in a group session involving multiple clients. 6.2 Describe various methods for monitoring clients' progress during exercise, including when working with groups of clients. 6.3 Describe the role of individualised assessment in determining the appropriate adaptations needed for older adults during exercise sessions. 6.4 Outline strategies for effectively communicating and gaining feedback from older adult clients to ensure their needs are met



	during exercise adaptations. 6.5 Explain the considerations for adapting exercises and exercise positions in different environments, such as home-based settings or group exercise classes, to meet the specific needs of older adult clients. 6.6 Explain the circumstances in which it may be necessary to adapt planned exercises to meet the individual needs of clients. 6.7 Describe how to modify exercise and exercise positions based on the specific requirements of individual clients and the surrounding environment. 6.8 Explain the approach to adjusting the intensity of exercise based on the individual needs and responses of clients.
Assessment method	Portfolio of evidence