



Qualification  
Specification

# Active IQ Level 3 Technical Specialist in Optimising Training for the Ageing Client (Award)

Qualification  
Accreditation Number:

**610/3924/X**

Version AIQ006428

**Active iQ**

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## Introduction

The Active IQ Level 3 Technical Specialist in Optimising Training for the Ageing Client (Award) is at level 3 on the Regulated Qualifications Framework (RQF). This qualification has been approved by IfATE, Ofqual and DfE to be recognised as an **Additional Specialist Technical Qualification**. This qualification builds on the outcomes within an occupational standard and enables an individual to specialise in an occupation having achieved the specialist qualification in addition to their attainment of outcomes set out in the standard.

|                               |    |                                  |    |
|-------------------------------|----|----------------------------------|----|
| <b>Guided learning hours:</b> | 45 | <b>Total qualification time:</b> | 70 |
|-------------------------------|----|----------------------------------|----|

## Entry requirements:

- A suitable Fitness Instructing or Personal Training qualification (including Group Training, Pilates and Yoga).
- The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

## Qualification outline

### Target learners:

- Learners aged 16+.
- Qualified Exercise Professionals or Personal Trainers wishing to specialise in delivering physical activity to the ageing clients.

### Purpose

The purpose of this additional specialist technical qualification is to provide learners with the knowledge and skills to work with ageing clients in a physical activity setting specific to their individual occupational competency.

This qualification includes the essential knowledge and skills that are needed to meet the requirements of the physical activity sectors' minimum standards for deployment.

This additional specialist qualification supports physical activity practitioners to work within their scope of competence with low risk ageing individuals and groups.

Learners who achieve this qualification will:

Understand:

- The effects of ageing on the UK populations and physical activity participation (including benefits, barriers and concerns).
- The physiological and biomechanical changes associated with ageing and their implications for physical activity.
- The medical conditions commonly associated with the ageing process.
- The key considerations for ageing clients participating in physical activity.

Have demonstrated:

- How to collect information to ensure the health and safety of ageing clients.
- How to identify and manage specific risks to ageing clients when participating in physical activity.
- How to design individualised, safe, and effective physical activity sessions/programmes for ageing clients.

### **Progression**

This qualification provides progression on to:

- Active IQ Level 3 Technical Specialist in Sports Massage Therapy (Diploma).
- Active IQ Level 3 Technical Specialist in Adapting Physical Activity for Antenatal and Postnatal Clients (Award).
- Apprenticeship in Personal Training.

### **Links to National Standards**

The qualification is underpinned by the overarching professional standards for:

- The Personal Trainer Apprenticeship Trailblazer standard ST0302.
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

# Occupational competence statements for tutors, assessors and internal verifiers

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

## **Required criteria**

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline-/context-specific or relevant to tutoring assessing or quality assurance).

## **Tutors and assessors**

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

## **Assessors**

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

## **Internal verifiers**

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.
- 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).

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) has been achieved.

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## Qualification structure

Learners must complete the mandatory unit.

| Unit | Unit accreditation number                 | Level      | GLH | TQT |    |
|------|---|------------|-----|-----|----|
| 1    | Optimising training for the ageing client | T/650/7774 | 3   | 45  | 70 |

## Assessment Design

The assessments for the Active IQ Level 3 Technical Specialist in Optimising Training for the Ageing Client (Award) have been designed to ensure they are valid, fit for purpose and meet the requirements of a technical specialist qualification. We have focused on the reliability and validity of the assessments, to ensure that a learner who successfully completes this qualification is well placed to secure employment in roles related to this standard.

The assessments for this Additional Specialist Qualification consist of the following:

| Assessment | Assessment component title   | Assessment method    | Unit  |
|------------|--|----------------------|---|
| 1          | Physiological and biomechanical changes and the effects of ageing on the UK population         | Knowledge assessment | Unit 1: Optimising training for the ageing client |
| 2          | Key considerations and collecting information for the ageing client                            |                      |   |
| 3          | Medical conditions commonly associated with the ageing process                                 |                      |   |
| 4          | Design an individualised, safe, and effective physical activity programme for an ageing client | Case study           |   |

## Assessment methods

The following lists the assessment methods used in this qualification, with a description of how they are intended to work.

- **Knowledge assessment**

The knowledge assessments use a range of different question types to assess the learner's cognitive abilities; retention of knowledge and factual recall. The different types of questions include multiple choice, short answer, drag and drop into text and scenario-/video-based questions and answers. The different question types give learners an opportunity to demonstrate achievement in a range of different contexts, allowing learners to apply their knowledge in real-life scenarios linked to the qualification's purpose. Each knowledge assessment has a minimum pass mark of 70%.

- **Case Study**

This assessment uses a clearly constructed case study brief and associated marking scheme to allow learners to demonstrate application of knowledge and skills in a specific context. This assessment method allows for synoptic assessment of target proficiency utilising real-life scenarios and problems. These assessments allow learners to demonstrate problem solving, analytical, research and planning skills; alongside application and transfer of knowledge and use of initiative in response to complex concepts. The case study assessments is either pass or refer against set criteria.

## Grading

To achieve this qualification, learners must achieve a pass in all of the assessments.

The overall grade for this qualification is **Pass/Refer**.

**Unit 2** T/650/7774 **Level: 3** **GLH: 45** **TQT: 70**  
**Unit Title:** Optimising training for the ageing client

| <b>Learning outcomes</b><br><i>The learner will:</i>     | <b>Assessment criteria</b><br><i>The learner can:</i>  | <b>Indicative content</b><br><i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>   |
|--|--|---|
| 1. Understand the effects of ageing on the UK population | 1.1 Describe how the UK's <b>demographics</b> have or will <b>change</b><br>1.2 Give an overview of the different <b>theories</b> of ageing<br>1.3 Describe the <b>benefits</b> of physical activity for the ageing client<br>1.4 Give an overview on the current research on physical activity, inactivity and ageing | UK <b>demographics</b> may include: <ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> </ul> <b>Changed in:</b> <ul style="list-style-type: none"> <li>• Last 40 years</li> <li>• Predicted in the next 20 years</li> </ul> Different <b>theories</b> of ageing may include: <ul style="list-style-type: none"> <li>• Chronological</li> <li>• Biological</li> <li>• Functional</li> <li>• Successful</li> <li>• Pathological</li> </ul> <b>Benefits</b> of physical activity may include: <ul style="list-style-type: none"> <li>• Disease prevention</li> <li>• Health promotion</li> <li>• Preservation of function</li> <li>• Quality of life</li> </ul> |



| <b>Learning outcomes</b><br><i>The learner will:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>   | <b>Indicative content</b><br><i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>   |
|---|---|---|
| 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<br>2.2 Explain the muscular system changes associated with ageing<br>2.3 Explain the respiratory system changes associated with ageing<br>2.4 Explain the cardiovascular system changes associated with ageing<br>2.5 Explain the nervous system changes associated with ageing<br>2.6 Describe the <b>implications</b> for the ageing client's ability to perform physical activity | <b>Implications</b> for an ageing client may include: <ul style="list-style-type: none"> <li>• Benefits</li> <li>• Risks</li> </ul>   |
| 3. Understand the medical conditions commonly associated with an ageing client and their implications for physical activity   | 3.1 Outline <b>medical conditions</b> commonly associated with the ageing process<br>3.2 Outline the implications these <b>medical conditions</b> may have on the ageing client's ability to partake in physical activity   | <b>Medical conditions</b> may include: <ul style="list-style-type: none"> <li>• Musculoskeletal conditions- lower back pain, arthritis, osteoporosis</li> <li>• Cardiovascular conditions- hypertension, angina, myocardial infarction</li> <li>• Respiratory conditions- asthma, chronic obstructive pulmonary disease</li> <li>• Metabolic conditions- obesity, diabetes, frailty</li> <li>• Neurological and psychological conditions- stroke, transient ischaemic attacks, Alzheimer's, dementia, depression and anxiety disorders</li> </ul> |

| <b>Learning outcomes</b><br><i>The learner will:</i>                                       | <b>Assessment criteria</b><br><i>The learner can:</i>  | <b>Indicative content</b><br><i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>  |
|--|--|--|
| 4. Understand the key considerations for ageing clients participating in physical activity | 4.1 Explain the <b>absolute contraindications</b> to exercise<br>4.2 Explain the risks of exercise for an ageing client<br>4.3 Define the fitness professional's scope of practice<br>4.4 Recognise risk stratification models used to assess risk<br>4.5 Explain when to <b>refer</b> to other professionals<br>4.6 Identify the warning signs that indicate the client should stop exercising and how to respond to these<br>4.7 Explain how to maintain the safety of an ageing client in an emergency<br>4.8 Describe the key considerations when developing an effective working relationship with ageing clients<br>4.9 List the types of <b>actual</b> and <b>perceived barriers</b> that ageing clients may have regards participating in physical activity<br>4.10 Describe ways in which these barriers can be overcome<br>4.11 Identify credible sources of information on age-related issues, e.g. health, social, exercise/activity | <b>Absolute contraindications</b> may include: <ul style="list-style-type: none"> <li>• Uncontrolled hypertension, angina or diabetes</li> <li>• A recent heart attack or stroke</li> <li>• Current bone or joint injury that has not been treated or is undergoing treatment</li> </ul> <b>Refer</b> to other professionals may include: <ul style="list-style-type: none"> <li>• Medical conditions out of scope</li> <li>• Information provided</li> <li>• Other services available</li> </ul> <b>Barriers (actual and perceived)</b> that an ageing client may have:           Actual: <ul style="list-style-type: none"> <li>• Limitations of pain</li> <li>• Limitations of a chronic medical condition</li> <li>• Limited financial means</li> <li>• Frequent colds and infections</li> <li>• Lack of accessible facilities</li> <li>• No suitable clothing</li> <li>• Limitations of a disability</li> </ul> Perceived: <ul style="list-style-type: none"> <li>• Belief that exercise is for young people</li> <li>• Belief that they may look stupid</li> <li>• Belief that they are not fit enough</li> <li>• Belief that it makes no difference what one does</li> <li>• Worried about gaining an injury</li> <li>• Worried about what people will think</li> </ul> |

| <b>Learning outcomes</b><br><i>The learner will:</i>   | <b>Assessment criteria</b><br><i>The learner can:</i>   | <b>Indicative content</b><br><i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>  |
|--|---|--|
| 5. Understand the communication skills required to engage with ageing clients                                      | 5.1 Describe a range of motivational communication strategies suitable when working with ageing clients in a <b>range of settings</b> /environments<br>5.2 Explain why the use of appropriate language is vital when engaging with ageing clients<br>5.3 Explain the importance of listening to and addressing client feedback<br>5.4 Describe how to develop social support strategies to enable long-term participation<br>5.5 Describe the components of age-friendly marketing strategies | A <b>range of settings</b> may include: <ul style="list-style-type: none"> <li>• Sheltered housing</li> <li>• Residential homes</li> <li>• Community centres</li> <li>• Leisure centres</li> </ul>   |
| 6. Understand the principles of collecting information to plan a physical activity programme for the ageing client | 6.1 Explain the principles of informed consent<br>6.2 Summarise the client information that should be collected when designing a physical activity programme for the ageing client<br>6.3 Describe a range of <b>assessments</b> appropriate to the aging client<br>6.4 Explain how to interpret information collected from the client in order to identify client needs and goals<br>6.5 Explain the legal and ethical implications of collecting client information                         | <b>Assessments</b> may include: <ul style="list-style-type: none"> <li>• Cardiovascular assessments</li> <li>• Muscular strength and endurance assessments</li> <li>• Posture and flexibility assessments</li> <li>• Motor skills assessments</li> <li>• Functional assessments</li> </ul> |

| <b>Learning outcomes</b><br><i>The learner will:</i>  | <b>Assessment criteria</b><br><i>The learner can:</i>  | <b>Indicative content</b><br><i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>                         |
|---|--|---|
| 7. Understand how to plan a physical activity programme for the ageing client               | 7.1 Summarise the key principles of designing physical activity programmes to achieve short-, medium- and long- term <b>goals</b> , including the order and structure of sessions for the ageing client<br>7.2 Describe how techniques can be used to determine an ageing client’s level of readiness to make a lifestyle change<br>7.3 Explain how to incorporate the components of fitness and principles of training into programme design<br>7.4 Describe a range of safe and effective exercises physical activities suitable for ageing clients<br>7.5 Explain how to include physical activities as part of a client’s lifestyle to compliment exercise sessions<br>7.6 Identify when it might be appropriate to share the programme with other professionals | <b>Goals</b> may include: <ul style="list-style-type: none"> <li>• Physical/functional</li> <li>• Psychological</li> <li>• Social</li> <li>• Lifestyle</li> </ul>         |
| 8. Understand the teaching and instructing skills required when working with ageing clients | 8.1 Explain how to develop and refine their <b>teaching skills</b> to enable the effective instruction of ageing clients<br>8.2 Explain how to develop safe, effective, enjoyable and friendly exercise and physical activity environments appropriate for an ageing client<br>8.3 Explain how to create a social atmosphere and peer support groups   | <b>Teaching skills</b> may include: <ul style="list-style-type: none"> <li>• Visual and verbal instruction</li> <li>• Observation</li> <li>• Movement analysis</li> </ul> |

| <b>Learning outcomes</b><br><i>The learner will:</i>                  | <b>Assessment criteria</b><br><i>The learner can:</i>   | <b>Indicative content</b><br><i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>  |
|---|---|--|
| 9. Be able to plan a physical activity programme for an ageing client | 9.1 Interpret information gathered from an ageing client<br>9.2 Use suitable tools (PARQ /risk stratification) to accurately determine if a client is within scope of practice<br>9.3 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> <li>• appropriate to a client’s age, any associated medical condition/s, goals and level of fitness</li> <li>• consistent with accepted good practice</li> </ul> 9.4 Apply the principles of training which are appropriate to a client, their age and ability to help achieve short-, medium- and long- term goals<br>9.5 Ensure appropriate <b>components</b> of fitness are built into the programme<br>9.6 Select appropriate types of activity for an ageing client | <b>Components</b> may include: <ul style="list-style-type: none"> <li>• Cardiovascular training</li> <li>• Strength/power/endurance training</li> <li>• Flexibility/mobility training</li> <li>• Motor skills/neuromotor training</li> </ul> |
| <b>Assessment</b>   | Knowledge assessments<br>Case study   |  |

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