



Qualification  
Guidance

# Active IQ Level 3 Diploma in Supporting Clients with Long-term Conditions

Qualification  
Accreditation Number:

**603/5836/1**

Version AIQ005843

**Active iQ**

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# Active IQ Level 3 Diploma in Supporting Clients with Long-term Conditions

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## Introduction

The Active IQ Level 3 Diploma in Supporting Clients with Long-term Conditions is at Level 3 on the Regulated Qualifications Framework (RQF).

<b>Guided learning hours:</b>	296	<b>Total qualification time:</b>	674
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## Entry requirements:

- A suitable Level 2 qualification in fitness/gym instructing (not including instructing children).
- A suitable Level 3 qualification in personal training.
- Level 3 Diploma in Instructing Pilates Matwork.
- Level 3 Diploma in Teaching Yoga.
- There is an element of communication (discussing, presenting, reading and writing) involved; learners should therefore have basic skills in communication pitched at Level 1.

## Qualification outline

### Target learners:

- Learners aged 16+.
- Fitness professionals who wish to support clients/participants with physical activity, who have one or more long-term condition(s) and are within the scope of competence.
- Individuals looking to work in a clinical setting as part of a multi-disciplinary team focussed on physical activity for patients with long-term conditions.

### Purpose

The purpose of this qualification is to provide learners with the knowledge and skills necessary to be able to support clients living with a range of one or more long-term conditions(s), by encouraging them to lead healthier, more active lives to better manage their symptoms through effective behaviour-change techniques, lifestyle advice and safe and effective exercise prescription. During the qualification, learners will cover the following:

- An understanding of anatomy and physiology and how it applies to health and fitness.
- An understanding of the current health landscape, looking at UK prevalence and reasons why we have an increasing health problem, for example, socio-economic reasons and an ageing population.
- A deeper understanding of behaviour-change theories and how to successfully apply behaviour-change techniques when working with clients with long-term conditions.
- How to plan and adapt exercise safely and effectively when working with clients with long-term conditions.
- An understanding of professional practice for fitness professionals working with clients with long-term conditions.

### Progression

This qualification provides progression on to:

- Active IQ Level 4 Certificate in Physical Activity and Lifestyle Strategies for Managing Low Back Pain.
- Active IQ Level 4 Certificate in Physical Activity and Weight Management for Obese and Diabetic Clients.

## **Links to National Standards**

The qualification is underpinned by the overarching professional standards for:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR):
  - Working with People with Long-term Conditions.

## Occupational competence statements for tutoring, assessing and internally verifying

**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) are achieved.

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## Qualification structure

Learners must complete the five mandatory units.

### Mandatory units

Unit	Unit accreditation number	Level	GLH	TQT	
1	Applied anatomy and physiology for exercise, health and fitness	F/615/4012	3	32	70
2	The health landscape	A/618/1094	3	21	42
3	Managing long-term conditions	F/618/1095	4	111	311
4	Behaviour change for clients with long-term conditions	L/618/1097	3	69	140
5	Planning and adapting physical activity for clients with long-term conditions	M/618/1108	3	63	111

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know the structure and function of the cardiovascular system in relation to health and fitness	1.1 Describe the structures of the heart and their functions, including: <ul style="list-style-type: none"> <li>• chambers</li> <li>• valves</li> <li>• blood vessels</li> </ul> 1.2 List the order in which blood flows through the cardiovascular system 1.3 Explain the stages of progression in atherosclerosis 1.4 Describe the immediate blood pressure response to exercise, to include: <ul style="list-style-type: none"> <li>• the Valsalva manoeuvre</li> </ul> 1.5 Describe the effects of different forms of exercise training on blood pressure over time 1.6 Identify the blood pressure classifications and associated health risks 1.7 Describe the cardiovascular benefits and adaptations to different forms of exercise, to include: <ul style="list-style-type: none"> <li>• endurance training</li> <li>• interval training</li> <li>• resistance training</li> <li>• relaxation training</li> </ul>
2. Know the structure and function of the skeletal system structure in relation to health and fitness	2.1 Identify the anatomical planes of motion for different joint actions and exercises 2.2 Identify the joint actions and typical ranges of movement of the major joints of the body 2.3 Describe the benefits and risks of weight-bearing exercise for the bones and joints 2.4 Describe the common injury risks at each of the major joints and the movements that are likely to cause them 2.5 Explain common postural patterns, their associated muscle imbalances and the problems these can cause 2.6 Describe the relationship between the structure and function of the skeleton

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Know the structure and function of the myofascial system in relation to health and fitness	3.1 Describe the structure and function of muscle fibres and their components 3.2 Describe the stages of the sliding filament theory 3.3 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types 3.4 Name the locations of the attachment sites for the major muscles of the body 3.5 Explain the isolated muscle actions responsible for producing specific body movements 3.6 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions 3.7 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS) 3.8 Describe the structure and functions of the different types of connective tissue
4. Know the structure and function of the nervous system in relation to health and fitness	4.1 Describe the components of the nervous system, to include: <ul style="list-style-type: none"> <li>• central nervous system</li> <li>• peripheral nervous system</li> <li>• somatic branch of the peripheral nervous system</li> <li>• autonomic branch of the peripheral nervous system</li> </ul> 4.2 Describe the structure and function of a neuron 4.3 Describe the structure and function of a motor unit 4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment 4.5 Explain the stages in the process of the stretch reflex and inverse stretch reflex 4.6 Describe the structure and function of muscle spindles 4.7 Describe the structure and function of golgi tendon organs 4.8 Explain the definition and function of autogenic inhibition 4.9 Explain the definition and function of reciprocal inhibition 4.10 Explain the neuromuscular adaptations associated with different types of exercise and their benefits for performance



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Know the structure and function of the endocrine system in relation to health and fitness	5.1 Describe the role of the endocrine system 5.2 Recognise the location, structure and functions of the endocrine glands of the body 5.3 Describe the main functions of hormones in the body, to include: <ul style="list-style-type: none"> <li>• growth hormone</li> <li>• thyroid hormones</li> <li>• corticosteroids</li> <li>• catecholamines</li> <li>• insulin</li> <li>• glucagon</li> </ul> 5.4 Explain the lifestyle factors that affect endocrine health
6. Understand the role of the energy systems in relation to physical activity, exercise and training	6.1 Describe the energy substrates and by-products of each energy system 6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system 6.3 Explain the relative contribution of each energy system to total energy expended in activities with different characteristics, to include: <ul style="list-style-type: none"> <li>• intensity</li> <li>• duration</li> <li>• type</li> </ul>
7. Know the structure and function of the digestive system in relation to health and fitness	7.1 Describe the structure of each section of the gastrointestinal tract in relation to its functions 7.2 Describe the location and functions of each of the digestive organs 7.3 Explain the role of the digestive system in maintaining health 7.4 Explain the implications of different dietary practices for the digestive system 7.5 Explain the importance of physical activity for digestive system health
<b>Assessment</b>	Theory paper

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the prevalence of long-term conditions in the UK	1.1 Explain what is meant by a long-term condition 1.2 Describe the prevalence of people living with long-term conditions 1.3 Describe the socio-economic impact of the increasing number of people living with long-term conditions
2. Understand the prevalence of lifestyle behaviours associated with long-term conditions	2.1 Describe the prevalence of lifestyle behaviours associated with long-term conditions, to include: <ul style="list-style-type: none"> <li>• Physical inactivity</li> <li>• Poor diet</li> <li>• Stress</li> <li>• Sleep deprivation</li> <li>• Smoking and drugs</li> <li>• Alcohol misuse</li> </ul>
3. Understand the socio-demographic causes of long-term conditions in the UK	3.1 Describe the World Health Organization’s determinants of health 3.2 Compare local and national health inequalities and how they correlate with lifestyle behaviours 3.3 Analyse the statistics that relate to the ageing population of the UK 3.4 Explain why the UK has an ageing population 3.5 Outline the long-term conditions commonly associated with ageing 3.6 Explain the socio-economic impact of an ageing population
4. Understand the ageing process and the implications for health and well-being	4.1 Explain the physiological changes associated with ageing, to include: <ul style="list-style-type: none"> <li>• Musculoskeletal</li> <li>• Cardiorespiratory</li> <li>• Neurological</li> </ul> 4.2 Explain how ageing can affect functional capacity and independence
<b>Assessment</b>	eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the aetiology of the most prevalent long-term conditions	1.1 Outline the prevalence of a range of long-term conditions in the UK, to include: <ul style="list-style-type: none"> <li>• Diabetes and metabolic conditions</li> <li>• Cardiorespiratory conditions</li> <li>• Musculoskeletal conditions</li> <li>• Mental health conditions</li> <li>• Cancers</li> <li>• Neurological conditions</li> <li>• Chronic fatigue syndrome (CFS)</li> <li>• Dementia-related conditions</li> <li>• Hypo/hyperthyroidism</li> </ul> 1.2 Describe the aetiology, pathology and signs and symptoms of the long-term conditions identified in 1.1 1.3 Describe medical terminology that is pertinent to the long-term conditions identified in 1.1
2. Understand common comorbidities and multimorbidity's	2.1 Explain what is meant by comorbidities and multimorbidity's 2.2 Identify common comorbidities and multimorbidity's and their prevalence 2.3 Outline the impact of comorbidities and multimorbidity's on health outcomes 2.4 Describe the challenges associated with the management of comorbidities and multimorbidity's
3. Understand the medical management of long-term conditions	3.1 Describe medications that are prescribed to manage the long-term conditions identified in 1.1, to include: <ul style="list-style-type: none"> <li>• Action</li> <li>• Side effects</li> <li>• Precautions</li> </ul> 3.2 Describe surgical interventions that are administered to manage the long-term conditions identified in 1.1 3.3 Describe how medication and surgical interventions can impact quality of life, functional and mental capacity and exercise tolerance

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Understand the lifestyle management of long-term medical conditions	4.1 Describe the benefits of lifestyle changes that are recommended to manage the long-term conditions identified in 1.1 4.2 Explain the exercise limitations associated with the long-term conditions identified in 1.1, including: <ul style="list-style-type: none"> <li>• Functional</li> <li>• Cognitive</li> <li>• Biopsychosocial</li> </ul> 4.3 Explain the physiology and psychology of pain and how this may impact the functional and mental capacity of an individual 4.4 Explain the importance of positive mental health and well-being when working with clients with long-term conditions
5. Understand the risk factors associated with physical activity for clients with long-term conditions	5.1 Describe the relative and absolute contra-indications associated with physical activity 5.2 Describe the signs and symptoms associated with long-term conditions, which could put clients at risk during a physical activity session 5.3 Describe the appropriate action that should be taken when clients present with the signs and symptoms identified in 5.2 during a physical activity session
<b>Assessment</b>	eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand behaviour-change theories and techniques</p>	<p>1.1 Describe a range of behaviour-change theories, for example:</p> <ul style="list-style-type: none"> <li>• Health belief model</li> <li>• Self-determination theory</li> <li>• Transtheoretical model (TTM)</li> <li>• COM-B</li> </ul> <p>1.2 Describe the communication skills involved in effective behaviour change, to include:</p> <ul style="list-style-type: none"> <li>• Building a rapport</li> <li>• Listening</li> <li>• Questioning</li> <li>• Reflective statements</li> <li>• Paraphrasing</li> <li>• Summarising</li> <li>• Use of silence</li> </ul> <p>1.3 Describe a range of behaviour-change techniques, for example:</p> <ul style="list-style-type: none"> <li>• Motivational interviewing</li> <li>• Solution-focused brief therapy</li> <li>• Cognitive behavioural therapy (CBT)</li> <li>• Positive psychology</li> </ul> <p>1.4 Carry out research linking behaviour change with increases in physical activity</p> <p>1.5 Describe emerging trends and initiatives that support behaviour change in relation to increases in physical activity</p> <p>1.6 Explain how to structure and deliver a consultation that facilitates behaviour change</p> <p>1.7 Explain how behaviour-change techniques can be adapted to support both individuals and groups</p> <p>1.8 Compare the evidence for face-to-face and remote behaviour-change support</p> <p>1.9 Explain how face-to-face and remote behaviour-change techniques can be combined to best support clients with long-term conditions</p> <p>1.10 Describe the common barriers for clients with long-term conditions to changing their lifestyle behaviour</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>1.11 Describe the motivators that could support clients with long-term conditions in changing their lifestyle behaviour</p> <p>1.12 Describe common goals for clients with long-term conditions</p> <p>1.13 Explain how to translate common client goals into appropriate SMART goals</p>
<p>2. Understand current lifestyle advice and how to educate people with long-term conditions</p>	<p>2.1 Outline recognised physical activity guidelines for healthy individuals and those with long-term conditions, to include:</p> <ul style="list-style-type: none"> <li>• Public Health England physical activity guidelines</li> <li>• NICE clinical guidelines</li> </ul> <p>2.2 Outline recommendations for other lifestyle behaviours, to include:</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Smoking cessation</li> </ul> <p>2.3 Explain how to educate clients on the principles of self-management, so they can maintain positive behaviour change beyond the programme</p>
<p>3. Understand pre-exercise screening and assessment for people living with long-term conditions</p>	<p>3.1 Explain the importance of pre-exercise screening and informed consent</p> <p>3.2 Describe a range of pre-exercise screening methodologies, for example:</p> <ul style="list-style-type: none"> <li>• PAR-Q</li> <li>• PAR-Q+</li> <li>• Condition-specific screening tools</li> </ul> <p>3.3 Describe a range of physical, functional and clinical assessments for people with long-term conditions</p> <p>3.4 Describe the information that should be collected as part of pre-exercise screening and assessment</p> <p>3.5 Describe a range of risk stratification tools, for example:</p> <ul style="list-style-type: none"> <li>• ACSM</li> <li>• Irwin and Morgan</li> <li>• Condition-specific risk stratification tools</li> </ul>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>4. Be able to collect client information as part of a consultation, including:</p> <ul style="list-style-type: none"> <li>• Health screening</li> <li>• Physical, functional and clinical assessments</li> <li>• Goal-setting</li> </ul>	<p>4.1 Interpret medical/clinical information from referring health professionals</p> <p>4.2 Collect detailed and accurate screening information, to include:</p> <ul style="list-style-type: none"> <li>• Health screening</li> <li>• Informed consent</li> <li>• Lifestyle behaviours</li> <li>• Condition-specific information, for example: <ul style="list-style-type: none"> <li>• Medication</li> <li>• Surgery</li> <li>• Stage/severity</li> </ul> </li> </ul> <p>4.3 Risk stratify clients based on the information collected</p> <p>4.4 Select and conduct safe and appropriate physical, functional and/or clinical assessments</p> <p>4.5 Interpret the results of assessments into meaningful information</p> <p>4.6 Agree goals with clients that are SMART and relate to their condition(s)</p>
<b>Assessment</b>	eAssessment Case study

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand how to plan a physical activity programme for clients with long-term conditions</p>	<p>1.1 Describe how to adapt physical activity sessions for a range of environments, for example:</p> <ul style="list-style-type: none"> <li>• Gym</li> <li>• Individuals' homes</li> <li>• Community halls</li> <li>• Outdoor spaces</li> </ul> <p>1.2 Explain the safety considerations when working in a range of environments</p> <p>1.3 Describe a range of equipment that can be used to deliver physical activity sessions</p> <p>1.4 Describe a range of activity types that can be incorporated into physical activity sessions</p>
<p>2. Understand how to monitor and adapt physical activity programmes for clients with long-term conditions</p>	<p>2.1 Describe how to select appropriate monitoring methods, to include:</p> <ul style="list-style-type: none"> <li>• Talk test</li> <li>• Heart rate</li> <li>• Rate of perceived exertion (RPE)</li> <li>• Observation</li> <li>• Questioning techniques</li> </ul> <p>2.2 Explain the benefits and limitations of using the monitoring methods identified in 2.1 for a range of long-term conditions</p> <p>2.3 Explain how to monitor client progress throughout a physical activity programme</p> <p>2.4 Explain how to adapt a physical activity programme</p>



Learning outcomes The learner will:	Assessment criteria The learner can:
3. Be able to plan physical activity programmes for clients with long-term conditions	3.1 Plan safe and effective physical activity programmes that: <ul style="list-style-type: none"> <li>• Are appropriate to the client’s long-term condition(s) and medication</li> <li>• Consider the pre-exercise consultation information collected, including screening, physical assessments, barriers and goals</li> <li>• Are consistent with accepted good practice and recognised guidelines</li> </ul> 3.2 Identify the activities, equipment and environment(s) required to deliver physical activity programmes 3.3 Carry out appropriate risk assessments on the activities, equipment and environment 3.4 Identify and prescribe physical activity opportunities that are not part of the one-to-one programme, which align with the client’s motivators 3.5 Prescribe activities of daily living that will support the client in improving his/her health and well-being
4. Understand the scope of practice of exercise professionals when working with clients with long-term conditions	4.1 Describe the roles and responsibilities of exercise professionals working with clients with long-term conditions 4.2 Describe the roles of other health professionals involved in supporting clients with long-term conditions, for example: <ul style="list-style-type: none"> <li>• Clinicians</li> <li>• Referring professionals</li> <li>• Dieticians</li> <li>• Health trainers</li> <li>• Managers/coordinators</li> </ul> 4.3 Describe the scope of practice of exercise professionals when working with people with long-term conditions 4.4 Explain when, and to whom, clients should be referred when they are out of scope of practice 4.5 Explain when exercise should be deferred 4.6 Describe industry codes of conduct in relation to working with clients with long-term conditions 4.7 Describe the insurance requirements when working with clients with long-term conditions
5. Understand continuing professional development opportunities when working with clients with long-term conditions	5.1 Explain the importance of continuing professional development when working with clients with long-term conditions 5.2 Describe continuing professional development opportunities for exercise professionals working with clients with long-term conditions
<b>Assessment</b>	eAssessment Case study

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