

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

Learner Assessment Record



YMCA Awards

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

Learner Assessment Record

Qualification number: 600/5879/1

Operational start date: 1 July 2012

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Level 3 Award in Adapting Exercise for Independently Active, Older Adults | Learner Assessment Record |

Version 1

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3

Contents

Introduction	6
About YMCA Awards.....	6
Learner Assessment Record.....	6
Qualification structure	6
Assessment specification.....	7
Assessment plan	9
Plan and adapt exercise programmes for independently active, older people (M/504/0996).....	11
Written worksheet.....	11
Plan and adapt exercise programmes for independently active, older people, learning outcomes 3 and 6 (M/504/0996)	21
Case study paperwork: PAR-Q	21
EQ-5D form	22
Pre-exercise assessment and goal setting	24
Progressive programme: warm-up	27
Progressive programme: CV component.....	29
Progressive programme: strength component.....	31
Progressive programme: cool down	33
Case study/progressive programme checklist	35
Appendices.....	37
Assessor feedback sheet.....	39
Assessor question and response sheet.....	41
Summary of achievement	43

Introduction

About YMCA Awards

At YMCA Awards, we are passionate about your progress. Whether you're taking that first step into fitness and looking to kick-start your career, or you want to simply boost your skills, we have the perfect qualification for you.

We have a huge range of study options, depending on how you prefer to learn. You can study full or part time, through distance learning or taught courses – whatever your preferred route, we will have the right choice for you. Our resources have been created by leading industry experts with the help of employers and training providers – so you can be sure we have your best interests at heart.

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.

Learner Assessment Record

Your Learner Assessment Record has been created to support the assessment of your YMCA Awards Level 3 Plan and adapt exercise programmes for independently active, older people. It includes all the paperwork that you, your tutor and your assessor need to complete the two units.

You will share the Learner Assessment Record with your tutor and assessor, who will use the paperwork to assess you throughout your training. This document is an essential part of your assessment and should be kept safe. Your tutor and assessor will guide you as to which forms you need at particular times, as well as how they should be used and completed.

Qualification structure

To achieve your YMCA Level 3 Award in Adapting Exercise for Independently Active, Older People, you must complete the following two units:

Unit reference number	Unit title	Level	Credits
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

You will gain 4 credits.

The total qualification time (TQT) for this qualification is 40.

The total guided learning hours (GLH) for this qualification are 26.

Assessment specification

There are 3 assessment elements across the 2 units.

Assessment element 1: theory paper

You will be required to successfully complete the externally set theory test from YMCA Awards. Questions will relate to the syllabus for 'Considerations for safe and effective exercise for Independently active, older people' unit (K/504/0995, Level 3). You must achieve a 70% pass mark (21/30) in order to pass.

Paperwork that relates to this assessment element:

N/A

Assessment element 2: worksheet

You will be required to complete the 'Plan and adapt exercise programmes for independently active, older people' worksheet. Questions relate to the syllabus for 'Plan and adapt exercise programmes for independently active, older people' unit, learning outcomes 1, 2, 4 and 5 (M/504/0996, Level 3). You will be required to fully complete the worksheet to achieve a pass.

The work must be your own and group completion is not permitted

Paperwork that relates to this assessment element:

Internally assessed – 'Plan and adapt exercise programmes for independently active, older people' worksheet

Assessment element 3: case study/progressive programme

You will be required to find an older person, aged 70 or over (friend, family member, neighbour, etc) to be your case study 'client'. You must complete the following elements:

- case study – pre-exercise assessment and goal setting, including 5 tests; timed up and go, hamstring flexibility, shoulder flexibility, 30-second timed chair rise and a quality of life measure (EQ-5D)
- pre-exercise health assessment (PAR-Q)
- progressive programme (including a detailed week-one session and progression for weeks 12 and 24) relating to the case study client's needs

Paperwork that relates to this assessment element:

- PAR-Q (please download the relevant form from the YMCA Awards website)
- EQ-5D form
- case study – pre-exercise assessment and goal setting template
- progressive programme
- case study/progressive programme checklist

The other forms in this LAR include:

Assessment plan

This form will help you and your assessor plan your progress through the assessment components. You can use this to plan with your assessor and tutor when assessment activities will take place.

Assessor feedback sheet

This form will be used by your assessor to record any feedback that you may be given. This form may be used at any stage in your learning to record feedback.

Supplementary questions record

This form will be used by your assessor to record any questions that you may be asked and any answers you may give.

Summary of achievement

This document is designed to record the outcomes of the assessment elements and any further action that may be needed. For example, you may need to be re-assessed in a particular area. This form will also be signed by you to declare authenticity of work and by your assessor to show which of the units have been satisfactorily completed. This form should be kept in a safe place as it is evidence of your achievements.

Assessment plan

YMCA Level 3 Award in Adapting Exercise for Independently Active, Older Adults

Unit title	Evidence/assessment method	Date, time and place of assessment	Any reasonable adjustments negotiated agreed
Considerations for safe and effective exercise for independently active, older people (K/504/0995, Level 3)	<ul style="list-style-type: none"> Multiple-choice test: paper-based/online (delete as applicable) 		
Plan and adapt exercise programmes for independently active, older people, learning outcomes 1, 2, 4 and 5 (M/504/0996, Level 3)	<ul style="list-style-type: none"> Written worksheet 		
Plan and adapt exercise programmes for independently active, older people, learning outcomes 3 and 6 (M/504/0996, Level 3)	<ul style="list-style-type: none"> Written case study/progressive programme Case study/progressive programme checklist 		

Learner's name: _____ Learner's signature: _____

Assessor's name: _____ Assessor's signature: _____

IQA's name: _____ IQA's signature: _____

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

Written worksheet

Learner's name: _____

1 Complete the table by giving two examples of age-related body system changes and their influences on the planning and delivery of exercise programmes.

Body system changes	Influence on planning	Influence on delivery

2 Complete the following table to give an explanation of how evidence-based guidelines will impact on the planning and delivery of exercise session components.

Component	Impact of evidence-based guideline on planning and delivery of exercise
Muscular strength, power and endurance	Planning: Delivery:
Flexibility	Planning: Delivery:
Aerobic power and endurance	Planning: Delivery:
Metabolic function	Planning: Delivery:
Motor skills	Planning: Delivery:

3 Explain the need for the following:

Pre-exercise health screening

Assessment of functional capacity

4 Describe how to set person-centred SMART goals.

5 Give three reasons for planning a progressive programme.

1

2

3

6 Complete the table below, outlining the differences between current and previous physical activity and exercise guidelines for independently active, older people (please reference the two sets of guidelines you are comparing).

	Current guidelines	Previous guidelines
Frequency		
Intensity		
Time		
Type		
Reference		

7 Complete the table below, applying the principles of training to each component of physical fitness for the independently-active, older person.

Component	Frequency	Intensity	Time	Type
Cardiovascular				
Muscular fitness				
Flexibility				
Motor skills				

8 Give an example of a prevalent disease and complete the table to show how a programme may need to be adapted.

Name of prevalent disease:	
Adaptation to the structure	
Adaptations to the content	
Adaptations to the room layout/equipment	
Adaptations to communication strategies	

9 Give an example of when communication would need to be adapted and complete the table to show how you would adapt verbal and non-verbal communication.

Reason adaptation is required	Example of verbal adaptation	Example of visual adaptation

10 Give an example of when the speed of an exercise needs to be adapted to ensure safety and effectiveness when teaching older people.

11 When teaching older people, explain how to ensure safe transitions between the following:

Session components

Exercises

12 Give an example of a functional impairment and explain how instruction may need to be adapted accordingly.

Blank area for response to question 12.

13 Complete the table below, identifying appropriate, age-friendly resources for the older person.

Age-friendly environment

Age-friendly equipment

Blank area for response to question 13, column 1.	Blank area for response to question 13, column 2.
---	---

Result (Pass/Refer)

Plan and adapt exercise programmes for independently active, older people, learning outcomes 3 and 6 (M/504/0996)

Case study paperwork: PAR-Q

The Physical Activity Readiness Questionnaire (PAR-Q) and The Physical Activity Readiness Questionnaire Medical Examination (PAR-Q med-X) are internationally-renowned, robustly-validated, two-part pre-participation screening tools.

The first part is a self-screening tool that can be used by anyone who is planning to start an exercise programme. It is often used by fitness trainers or coaches to determine the safety or possible risk of exercising for an individual based upon their answers to the PAR-Q's specific health history questions.

The second part is for use by the doctor if/when the individual answers 'yes' to any of the screening questions.

The PAR-Q was created by the Canadian Society of Physiology, the British Columbia Ministry of Health and the Multidisciplinary Board on Exercise. The American College of Sports Medicine adopted it in their standards and guidelines for health and fitness facilities.

Until such time as there is a PAR-Q tool that is specifically validated for people over the age of 69 years, the 2002 PAR-Q* is regarded as the most appropriate self-screening tool for adults of 69 and over who are used to being 'very active'; for adults of 69 years and over who are not currently 'very active', the PAR-Q recommendation is for the individual to 'check with their doctor before starting exercise'.

A best-practice recommendation for exercise instructors qualified to work with older adults is to ask the individual to take the completed PAR-Q to their doctor when checking on their suitability to start exercising.

NB: The original 1999 PAR-Q was revised in 2002. It is this 2002 version that must be used as it includes revisions relevant to ageing and exercise.

A further revision of the PAR-Q – The PAR-Q + (2011) is in the process of being evaluated as valid for the UK by the British Heart Foundation's National Centre for Physical Activity at Loughborough University in collaboration with the Canadian authors. As soon as this becomes available, the link will be updated on our website.

To download the current PAR-Q forms go to the YMCA Awards website www.ymcaawards.co.uk/download-resources/lars.



Client's name: _____

Under each heading, please tick the ONE box that best describes your health TODAY.

Mobility

- I have no problems in walking about.
- I have slight problems in walking about.
- I have moderate problems in walking about.
- I have severe problems in walking about.
- I am unable to walk about.

Self-care

- I have no problems washing or dressing myself.
- I have slight problems washing or dressing myself.
- I have moderate problems washing or dressing myself.
- I have severe problems washing or dressing myself.
- I am unable to wash or dress myself.

Usual activities (eg, work, study, housework, family or leisure activities)

- I have no problems doing my usual activities.
- I have slight problems doing my usual activities.
- I have moderate problems doing my usual activities.
- I have severe problems doing my usual activities.
- I am unable to do my usual activities.

Pain/discomfort

- I have no pain or discomfort.
- I have slight pain or discomfort.
- I have moderate pain or discomfort.
- I have severe pain or discomfort.
- I have extreme pain or discomfort.

Anxiety/depression

- I am not anxious or depressed.
- I am slightly anxious or depressed.
- I am moderately anxious or depressed.
- I am severely anxious or depressed.
- I am extremely anxious or depressed.

We would like to know how good or bad your health is today.

- This scale is numbered from 0 to 100.
- 100 means the best health you can imagine.
- 0 means the worst health you can imagine.
- Mark an X on the scale to indicate how your health is TODAY.
- Now, please write the number you marked on the scale on the line below.

Your health today: _____



UK (English) v.2 © 2009 EuroQol Group. EQ-5D™ is a trademark of the EuroQol Group

Pre-exercise assessment and goal setting

Learner's name: _____ Date: _____

Client's name: _____

Client's personal details

Age	Gender
-----	--------

Health assessment outcomes (include a copy of health questionnaire) PAR-Q

Current medical conditions	Medications and associated exercise implications
----------------------------	--

Functional assessment outcomes (include scores and interpretation of scores)

Timed up and go	Flexibility – hamstring and shoulder	Timed chair rise	EQ-5D
-----------------	--------------------------------------	------------------	-------

Readiness to participate in exercise and reasons for participation, including motivation and attitude

List three behavioural goals.

1

2

3

Current activity levels

F

I

T

T

Activity level goal

F

I

T

T

Client's SMART goals to include: at least one short-term (1–8 weeks) at least one medium-term (9–24 weeks) and at least one long-term (6 months+) goal

Short-term

Medium-term

Long-term

Barriers to achieving goals

Strategies to overcome barriers

I agree that the information in this pre-assessment and goal setting form is a realistic assessment of my needs and goals.

Progressive programme: warm-up

Learner's name: _____ Date: _____

Week 1 Exercise name, intensity and time	Purpose – relating to goals, medical conditions, functional assessment	Teaching points	Adaptation/tailoring – state how the exercise (column 1) has been adapted/tailored for the client	Progression by week 12	Progression by week 24

Progressive programme: warm-up continued

Week 1 Exercise name, intensity and time	Purpose – relating to goals, medical conditions, functional assessment	Teaching points	Adaptation/tailoring – state how the exercise (column 1) has been adapted/tailored for the client	Progression by week 12	Progression by week 24

Progressive programme: CV component

Learner's name: _____ Date: _____

Week 1 Exercise name, intensity and time	Purpose – relating to goals, medical conditions, functional assessment	Teaching points	Adaptation/tailoring – state how the exercise (column 1) has been adapted/tailored for the client	Progression by week 12	Progression by week 24

Progressive programme: CV component continued

Week 1 Exercise name, intensity and time	Purpose – relating to goals, medical conditions, functional assessment	Teaching points	Adaptation/tailoring – state how the exercise (column 1) has been adapted/tailored for the client	Progression by week 12	Progression by week 24

Progressive programme: strength component

Learner's name: _____ Date: _____

Week 1 Exercise name, intensity and time	Purpose – relating to goals, medical conditions, functional assessment	Teaching points	Adaptation/tailoring – state how the exercise (column 1) has been adapted/tailored for the client	Progression by week 12	Progression by week 24

Progressive programme: strength component continued

Week 1 Exercise name, intensity and time	Purpose – relating to goals, medical conditions, functional assessment	Teaching points	Adaptation/tailoring – state how the exercise (column 1) has been adapted/tailored for the client	Progression by week 12	Progression by week 24

Progressive programme: cool down

Learner's name: _____ Date: _____

Week 1 Exercise name, intensity and time	Purpose – relating to goals, medical conditions, functional assessment	Teaching points	Adaptation/tailoring – state how the exercise (column 1) has been adapted/tailored for the client	Progression by week 12	Progression by week 24

Progressive programme: cool down continued

Week 1 Exercise name, intensity and time	Purpose – relating to goals, medical conditions, functional assessment	Teaching points	Adaptation/tailoring – state how the exercise (column 1) has been adapted/tailored for the client	Progression by week 12	Progression by week 24

Case study/progressive programme checklist

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

Learner's name: _____ Date: _____

Assessor's name: _____ Date: _____

IQA's name: _____ Date: _____

The learner requires a ✓ or C in all boxes in to pass.

Questioning can be used and should be indicated by Q and then ✓ or R, depending on the outcome.

✓ = Pass, R = Refer, Q = Question, C = Pass with comment

The learner:	Outcome
1 Identified the difference between behavioural goals and outcome goals	
2 Collected and recorded information from: <ul style="list-style-type: none"> • pre-exercise health screening • assessment of functional capacity 	
3 Explained accurately the findings of this screening/assessment	
4 Negotiated person-centred, SMART goals (short, medium and long-term)	
5 Adhered to evidence-based guidelines when planning sessions within a progressive programme	
6 Produced a progressive programme that was tailor-made	
7 Produced a progressive programme that meets the client's functional needs	
8 Produced a progressive programme that meets the psychological needs of the client	
9 Produced a progressive programme that meets the client's goals	
10 Produced a progressive programme that contains the following session components: warm-up, main workout and cool down	
11 Recorded the programme in an appropriate format	
Overall result	

For any assessor feedback or questioning, please refer to:

- assessor feedback sheet
- assessor question and response sheet

Appendices

Assessor feedback sheet

Learner's name: _____

Assessor's name: _____

Criterion number	Feedback

Assessor question and response sheet

Learner's name: _____

Assessor's name: _____

Assessor's question	Learner's response

Summary of achievement

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

Learner's name: _____ Centre name: _____

Assessor's name: _____ IQA's name: _____

Assessment element	Assessment outcome %	Assessor's signature and date	Action plan for achievement and evidence produced for exemption	Reassessment outcome	Assessor's signature and date	Assessor's signature for sign-off	IQA's signature (if sampled)	EQA's signature (if sampled)
1 Theory paper: Considerations for safe and effective exercise for Independently active, older people (K/504/0995, Level 3)	Pass % Refer % Exemption							
2 Worksheet: Plan and adapt exercise programmes for independently active, older people, learning outcomes 1, 2, 4 and 5 (M/504/0996, Level 3)	Pass Refer Exemption							

Assessment element	Assessment outcome %	Assessor's signature and date	Action plan for achievement and evidence produced for exemption	Reassessment outcome	Assessor's signature and date	Assessor's signature for sign-off	IQA's signature (if sampled)	EQA's signature (if sampled)
3 Case study and progressive programme: Plan and adapt exercise programmes for independently active, older people, learning outcomes 3 and 6 (M/504/0996, Level 3)	Pass % Refer % Exemption							

Learner authenticity statement:

I confirm that the evidence provided for this qualification is entirely my own work.

Learner's signature: _____ Date: _____

Assessor sign-off statement

I confirm that I am satisfied that the learner named above has provided evidence that is valid, authentic, reliable, current and sufficient to demonstrate the required knowledge, understanding and/or skills for the units signed off here.

Assessor's signature: _____ Date: _____

IQA's signature: _____ Date: _____



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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
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