



Higher National Unit specification

General information

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Unit code: H4TL 35

Superclass: MA

Publication date: March 2014

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Version: 02

Unit purpose

This Unit enables the learner to develop the knowledge and skills necessary to work with Older Adults. Learners consider the anatomical, physiological and physical changes that occur with aging, review the benefits to older adults in being physically active and in the light of this information, construct a physical activity programme for a specific older adult. They are also required to teach an individual session, evaluate performance and monitor and evaluate the whole programme. The Unit only covers working with apparently healthy older adults or those with low-risk medical conditions.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe age-related changes which affect physical fitness, and the benefits to older adults of participating in physical activity programmes.
- 2 Conduct a screening session with an older adult.
- 3 Analyse screening results and plan a physical activity programme for an older adult.
- 4 Teach and monitor physical activity sessions for an older adult.
- 5 Evaluate the observed session and overall programme.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

It is recommended that the learners have achieved Anatomy and Physiology Units at SCQF level 7, and additional Units in the 'Plan, Teach and Evaluate' suite of gym, exercise to music, and group exercise. However, access to this Unit is at the discretion of the centre.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>)

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

Higher National Unit specification: Statement of standards

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe age-related changes which affect physical fitness, and the benefits to older adults of participating in physical activity programmes.

Knowledge and/or Skills

- ◆ Classifications of older adults
- ◆ Demographic aspects associated with aging (gender, culture/ethnicity, socio-economic status, geographical location)
- ◆ Definitions of aging (chronological, biological, functional, psychological)
- ◆ Skeletal, muscular, respiratory, cardiovascular and nervous system changes associated with aging
- ◆ Cognitive, sensory and physical limitations more common to older adults
- ◆ Benefits of regular physical activity for older adults
- ◆ Physical and psychological barriers to activity
- ◆ Strategies for behaviour change
- ◆ Screening and interpretation of data collected
- ◆ Guidelines and principles of training specific to the older adult

Outcome 2

Conduct a screening session with an older adult.

Knowledge and/or Skills

- ◆ Health and Fitness assessment procedures
- ◆ Collection of relevant information
- ◆ Select and agree goals for the client
- ◆ Apply current guidelines and principles of training for older adults

Higher National Unit specification: Statement of standards (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Outcome 3

Analyse screening results and plan a physical activity programme for an older adult.

Knowledge and/or Skills

- ◆ Collect, analyse and review relevant information
- ◆ Apply current guidelines and principles of training specific to older adults
- ◆ Select and prepare activities for the client
- ◆ Identify appropriate modifications and progressions
- ◆ Select and prepare equipment for the client

Outcome 4

Teach and monitor physical activity session for an older adult.

Knowledge and/or Skills

- ◆ Effective communication skills with older adults
- ◆ Teaching skills
- ◆ Preparation of client(s)
- ◆ Session management skills — structured and logical
- ◆ Modifications and progressions to activity where appropriate
- ◆ Analyse clients' performance — identify and correct errors
- ◆ Motivate clients
- ◆ Record changes/adaptions to programmes

Outcome 5

Evaluate the observed session and overall programme.

Knowledge and/or Skills

- ◆ Evaluation techniques
- ◆ Observation, feedback and recording skills
- ◆ Identify improvements for future sessions

Higher National Unit specification: Statement of standards (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes:

Outcome 1

This Outcome should be assessed in two parts:

- 1 An assignment on the age-related changes which affect health and fitness, and the benefits of regular participation in physical activity.
- 2 A case study where learners analyse the data from screening questionnaires, identify actual and perceived barriers to activity, and suggest methods to change, based on current guidelines that will motivate and involve the older adult.

The closed-book assessment should provide evidence that demonstrates learners' knowledge and skills by showing they can:

- ◆ Demographic aspects associated with aging (gender, culture/ethnicity, socio-economic status, geographical location).
- ◆ Theories of aging (chronological, biological, functional, psychological).
- ◆ Describe the skeletal, muscular, respiratory, cardiovascular and nervous system changes that are associated with aging and their implications on physical fitness.
- ◆ Describe cognitive, sensory and physical limitations more common to older adults that may lead to injury during physical activity.
- ◆ Describe the range of medical conditions more common to older adults and how they may be managed in a physical activity session to prevent injury.
- ◆ Describe the benefits of regular participation in physical activity.

The case study should provide evidence that demonstrates learners' knowledge and skills by showing they can:

- ◆ Analyse information to identify actual and perceived barriers to physical activity and suggest methods to change that will motivate and involve the older adult referencing current research on physical activity, exercise inactivity and aging.
- ◆ Culture the importance of proper nutrition hydration and fluid replacement when participating in physical activity.
- ◆ Identify under which circumstances they would refer a client and seek assistance from health care professionals.

Higher National Unit specification: Statement of standards (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Outcome 2

This Outcome should be assessed in two parts:

- 1 Production of an appropriate screening questionnaire specifically adapted for use with an older adult.
- 2 Conducting health and fitness assessment procedures (using the documentation produced in part 1) with a specific older adult client.

The screening questionnaire should provide evidence that demonstrates learners' knowledge and skills by showing they can:

- ◆ Devise a screening document specific to the older adult to include personal information, medical and injury history, medication, sensory impairments, lifestyle analysis, mobility and ease of movement levels, previous and current activity levels, exercise preferences, actual and perceived barriers, availability, goals (physical/functional, psychological, social, lifestyle, adherence) consent and data protection statements.
- ◆ Apply the screening document to a specific older adult.

Learners should be observed to provide evidence that demonstrates their knowledge and skills by showing they can:

- ◆ Prepare environment, equipment, self and screened older adult client for undertaking health and fitness assessments to include informed consent for undertaking specific fitness assessment.
- ◆ Use clear and effective communication skills to build rapport with the older adult client to aid the progression of the health and fitness assessments.
- ◆ Accurately conduct and record health assessments to include a minimum of resting heart-rate, blood pressure, height, weight, BMI, body composition, waist-to-hip ratio, lung function, postural type.
- ◆ Accurately conduct and record fitness assessments to include a minimum of aerobic fitness, upper body endurance/strength, lower body endurance/strength, agility, balance, upper body flexibility, lower body flexibility.

Outcome 3

This Outcome should be assessed in three parts:

- 1 Report describing the health and fitness results against referenced norms and justifying the proposed programme.
- 2 An outline programme of a minimum 6 weeks.
- 3 A detailed plan for an observed session.

Higher National Unit specification: Statement of standards (cont)

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The report should provide evidence that demonstrates learners' knowledge and skills by showing they can:

- ◆ Describe client's results against referenced norms.
- ◆ Analyse client's current performance against referenced current activity guidelines for older adults.
- ◆ Identify any reasons for referral before exercise commences or when exercise should be overseen by a specialist instructor.
- ◆ Identify any real or perceived barriers to exercise client may have and describe how these may be overcome.
- ◆ Outline the proposed physical activity programme, which identifies:
 - Client's exercise preferences and availability
 - Physical activities/mode of exercise to be included in the programme
 - How the proposed programme will meet the client's aims for exercising
 - How the proposed programme complies with or aims to reach the current activity guidelines for developing components of fitness for older adults

The Physical Activity Programme plan should provide evidence that demonstrates learners' knowledge and skills by showing they can:

- ◆ Produce a plan for a minimum of 6 weeks which includes:
 - Agreed long and short term goals for client
 - Informed consent from client to participate in physical activity programme
 - the number of sessions per week
 - general content and type of each session
 - timing for each session to work towards/achieve current activity guidelines for developing components of fitness for older adults
 - appropriate progression over the 6 weeks
- ◆ Select activities that are safe and effective for the specific older adult client in question.
- ◆ Ensure activities undertaken will develop skills and techniques relative to safe, accurate and effective performance.
- ◆ Identify and provide opportunities for clients to socialise/allow for discussion/facilitate additional support.

The individual session plan should be drawn from one of the sessions identified in the above programme and should be the session that will be delivered for Outcome 3. The session to be delivered should be negotiated between the assessor and learner, but should not be an Induction or first session. The session plan should detail:

- ◆ Duration, session activity and components of fitness being addressed.
- ◆ Frequency, intensity, time and type of each of the activities.
- ◆ Teaching points, modifications and progressions of each of the activities.
- ◆ Any equipment required.
- ◆ Music (if used) of the correct speed and type for the older adult client.

Higher National Unit specification: Statement of standards (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Outcome 4

The learner should be assessed in two parts: (1) evidence of instructing, monitoring and adapting client performance on a sessional basis (2) teaching an individual session from the planned programme.

- 1 Learners should provide portfolio evidence that they have been able to instruct, monitor and adapt client activity on a sessional basis by entries that show:
 - ◆ Client has undertaken activity in accordance with the planned programme.
 - ◆ Learner has taught/instructed at least one activity per week for duration of the programme (date, time, length of session, type of session, activities, all recorded).
 - ◆ Client feedback and learner analysis of the sessions indicate confirmation of programme goals or areas for enhanced progression or regression (all of which should be justified).
 - ◆ Outlines additional support (eg if client failed to attend session).
- 2 The learner should be assessed teaching an individual session using an observation checklist, teaching a physical activity session with an individual or group of older adults. The session should be a minimum of 30 minutes duration. This session should not be simulated using peers. Oral questioning may be used to confirm any ambiguity in the learner's performance. Questions and answers should be recorded.

The session should provide evidence that demonstrates the learner's knowledge and skills by showing she/he can:

- ◆ Conduct a safe and effective activity session that adheres to current activity guidelines for developing components of fitness specific to the older adult.
- ◆ Prepare the client(s) for the session using safe and effective warm-up techniques.
- ◆ Use volume and pitch of voice effectively relevant to the session and client(s).
- ◆ Demonstrate exercises/activities in a technically correct, safe and effective manner in a position where client(s) can effectively observe.
- ◆ Build exercises/activities gradually and explains the purpose of them.
- ◆ Utilise a range of verbal and non-verbal communication methods to ensure effective technique.
- ◆ Provide teaching points and feedback to the client to ensure good technique.
- ◆ Offer advice to correct technique in a positive and constructive manner.
- ◆ Select appropriate modifications and progressions for the client(s).
- ◆ Check regularly for the client(s) ability to cope with the intensity of the exercise/activity and adapt where necessary.
- ◆ Use suitable methods of motivation.

Higher National Unit specification: Statement of standards (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Outcome 5

Following the delivery of the session, the learner should complete evaluation activities that demonstrate his/her knowledge and skills by:

- ◆ Discussing the session with the client(s) to briefly evaluate the delivery regarding content, structure and effectiveness of the session and the learner's teaching and instructing performance.
- ◆ Using client(s) feedback and own analysis, complete a more detailed evaluation of the session which:
 - relates content, structure and effectiveness of the session to the client's short term goals
 - identifies areas of strengths and areas for improvement in their personal performance
 - suggests ways in which areas for improvement may be achieved
 - identifies any changes in the 6 week programme that may be changed in the light of the experience
 - Evaluates the effectiveness of the 6 week programme in developing components of fitness for older adults, achieving client's short-term, and working towards long-term goals



Higher National Unit Support Notes

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This is designed as a second year Unit on the HND Fitness, Health and Exercise award, which builds on knowledge and skills gained in *Exercise Physiology and Anatomy*, *Exercise Principles and Programming* and any of the additional Units in the 'plan, teach and evaluate' suite of gym, exercise to music and group exercise at SCQF level 7. It considers a special population group — older adults — although only covers working with apparently healthy or those with low-risk medical conditions.

Outcome 1 covers the underpinning knowledge and skills necessary to planning a programme and teaching activity sessions for older adults. Age related anatomical, physiological, cognitive, sensory and physical changes are covered, along with medical conditions that are more common in older adults. The implications of all of these on physical activity are considered and the benefits of undertaking physical activity programmes to help delay the onset of changes and conditions should be highlighted. Learners must also cover physical and psychological barriers to activity and look at strategies for changing behaviour.

There should be two assessments:

- 1 An assignment on the age-related changes which affect health and fitness, and the benefits of regular participation in physical activity.
- 2 A case study where learners analyse the data from screening questionnaires, identify actual and perceived barriers to activity, and suggest methods to change, based on current guidelines that will motivate and involve the older adult.

Skeletal system changes — decreased bone mineral content; long term stress on joints; decreased synovial fluid; calcification of cartilage; reduced joint stability; reduced range of movement; thinned intervertebral discs; postural deviations (kyphosis/lordosis, scoliosis).

Muscular system changes — reduced quantity of motor nerves; decreased size and number of muscular fibres; reduced fast twitch fibres; reduced concentration of protein; reduced number of capillaries; reduced elasticity in tendons; increased fibrosis in connective tissue; reduced strength.

Respiratory system changes — decrease in gaseous exchange, elasticity of lungs, flexibility of thorax, reduced vital capacity.

Higher National Unit Support Notes (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Cardiovascular system changes — decrease in cardiac muscle, heart volume, maximal heart rate; reduction in capillary network, amount of oxygen delivered to cells, oxygen exchange in muscle, tolerance to fatigue and acidity, maximal oxygen uptake, slower recovery rate, increased blood pressure.

Nervous system changes — decrease in number of neurons; atrophy of the brain and spinal cord; decreased speed of nervous transmission; increase in time required to process information; slower response time to messages received; degeneration of nerve cells can affect vision, hearing, touch.

Cognitive limitations — decline in the efficiency of memory, attention span, intelligence, speed at which information can be absorbed and processed; increased difficulty to divide attention between tasks.

Sensory limitations — visual — reduced acuity, eye disease. Hearing — reduced ability to mask out surrounding sound, partial deafness.

Physical limitations — postural deviations (kyphosis/lordosis, scoliosis), poor muscle control, decreased proprioception, weakness and fatigue.

Medical conditions — osteo-arthritis; osteoporosis; diabetes type II; stroke; chronic obstructive pulmonary disease (COPD); coronary heart disease (CHD); hypertension (high blood pressure); musculoskeletal disorders (lower back pain; repetitive strain injury). Learners should be aware of how to programme for these conditions if they are well-managed through the medical profession (ie not acute).

Benefits

- (a) In long term physical activity in athletes: aerobic training; resistance training.
- (b) In previously sedentary individuals: aerobic — VO₂ max, CV adaptations, reduction in body fat, metabolic adaptations (enhanced control of glucose, lipids, fat utilisation), bone mineral density; resistance training — increase strength, power, body composition, bone mineral density; balance — reduces risk of falls.
- (c) Psychological health and well-being: increases in libido & confidence and reduction in depression & anxiety, reduces risk of cognitive decline & dementia.

Actual barriers to activity — any of the above which would limit physical activity in the short, medium or long term.

Psychological barriers — may include many such as time, motivation, too hard, don't like exercise, don't like environment, weather, not near facility, don't have clothing, don't know what to do, too old, might get injured (list not exhaustive).

Higher National Unit Support Notes (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Outcome 2

In the first part of this assessment it is necessary for the learner to produce a specific screening document suited for an older adult client. It is not appropriate for the document to be a 'standard' leisure centre document; it should provide greater information for the learner to be able to clearly devise an appropriate health and fitness assessment for an older adult. It would be appropriate however, for the learner to question and clarify some information from the client, and space for this to be recorded would be expected.

The assessments should show that an appropriate document had been devised and that it had been fully completed by the identified older adult client.

In order for the learner to be able to prepare the most suitable fitness assessments, it may be necessary to hold the screening and assessments on a different day. All the normal health assessments should be undertaken in order to benchmark the client's health. Fitness assessments undertaken would depend on the client's health and fitness ability and may be drawn from general tests for cardiovascular, endurance, strength and flexibility or from functional tests for older adults based on cardiovascular, endurance, strength and flexibility. All tests should be based on standard protocols and referenced against norm results.

Minimum health assessments: resting heart-rate, blood pressure, height, weight, BMI, body composition, waist-to-hip ratio, lung function, postural type.

Minimum fitness assessments: minimum of aerobic fitness, upper body endurance/strength, lower body endurance/strength, agility, balance, upper body flexibility, lower body flexibility.

Outcome 3

It is particularly important that each of the assessments in this Outcome match up. The programme that the learner proposes for the client must clearly be justified and related to the results obtained during the health and fitness assessments. The programme should cover a minimum of 6 weeks and clearly justify the number of sessions per week/times of sessions to match the current activity guidelines for older adults. Where guidelines cannot be met due to client's fitness level, the report should indicate how the programme will work towards achieving the minimum guidelines.

The individual session plan should be taken from a session within the 6 week programme and expanded to cover the Evidence Requirements. It should not be an induction or first session

Higher National Unit Support Notes (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Outcome 4

The session should not be simulated using peers or individuals who do not fall into the category of older adults.

The session delivered should be taken from the 6 week plan proposed by the learner. It should not be the induction or first session. Cognisance should be given to the fact that alterations to the plan may have to occur whilst conducting the session and if this is the case it should be fully recorded by the assessor and should not compromise the achievement of the Evidence Requirements as long as they are all achieved.

Outcome 5

It is expected that the evaluation with the client(s) is oral and fairly brief. However, the learner should use this information to provide evidence for the more extensive (written/orally recorded) one that follows.

Guidance on approaches to delivery of this Unit

This Unit is designed to enable learners to work with the specialist population group Older Adults. For a large number (although not all) learners, they will not have any experience of working with this age group, and merely presenting the 'changes' which occur as in Outcome 1, will not have much real relevance. It is therefore suggested that this Unit, right from the start incorporates some practical work with older adults, this may be something as simple as visiting supported accommodation or shadowing local older adults classes to gain an understanding of the age-related changes which occur.

There is the opportunity for learners to work in groups to discuss, clarify and confirm age-related changes through observation and theoretical investigation, and to present this information to class groups, especially, if groups had been assigned different aspects to investigate.

Outcome 2 also allows for learner discussion to determine what might be the most appropriate screening documents. However, the assessment must be individual. Learners must be given plenty of time to discuss and practice appropriate fitness assessments so that they can determine the best for their client.

All health tests must follow standardised protocols and have norms tables against which results should be analysed. All sources should be referenced.

All fitness tests should follow standardised protocols and have norms tables against which results should be analysed. All sources should be referenced. Specific older adults functional tests can be used, these sources should be referenced. There are a number of texts and journal articles that describe functional tests and norms for older adults. Learners should be offered opportunities to practice these tests firstly on peers to ensure they are familiar with protocols and then at least on one occasion with older adults prior to summative assessment.

Higher National Unit Support Notes (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Outcome 3 requires the learner to analyse the information from Outcome 2 and to plan the programme. Planning an appropriate programme can only be achieved through practical experience. Initially, this should be through peer groups working on formative assignments to develop aspects related to principles of fitness specific to older adults, laterally, this could extend to age-relevant individuals/groups that would allow learners to gain specific experience. Possible opportunities may include supported accommodation or day care facilities for older adults. Ideally, learners should be able to devise a wide, creative programme to ensure appropriate client adherence and effectiveness.

Outcome 4 is a practical demonstration of one of the sessions devised in Outcome 3. Ideally, the session should be as creative and dynamic as planned within the programme (Outcome 2), although it is appreciated that sometimes there is a need to tailor the session to what might be appropriate to assessment needs (however, these should not be the main factor). Learners should not be 'guided' into traditional gym-based activities, they should consider the whole range of physical activity for older adults — both individual and group activities.

It is possible, where a learner was working with an individual client, but that client required a group experience, for the learner to deliver to a group (with consent from all relevant parties), which included the individual client. Assessment would be on the learner's ability to deliver the session to the individual client, so long as it was not to the overt detriment to the other group members.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1

This Outcome should be assessed in two parts:

- 1 An assignment on the age-related changes which affect health and fitness, and the benefits of regular participation in physical activity.
- 2 A case study where learners analyse the data from screening questionnaires, identify actual and perceived barriers to activity, and suggest methods to change, based on current guidelines that will motivate and involve the older adult.

Higher National Unit Support Notes (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Outcome 2

This Outcome should be assessed in two parts:

- ◆ Production of an appropriate screening questionnaire specifically adapted for use with an older adult.
- ◆ Conducting health and fitness assessment procedures (using the documentation produced in part (1)) with a specific older adult client.

Outcome 3

This Outcome should be assessed in three parts:

- ◆ Report describing the health and fitness results against norms and justifying the proposed programme.
- ◆ An outline programme of a minimum 6 weeks.
- ◆ A detailed plan for an observed session.

Outcome 4

The learner should be assessed using an observation checklist, teaching a physical activity session with an individual or group of older adults. The session should be a minimum of 30 minutes duration. This session should not be simulated using peers. Oral questioning may be used to confirm any ambiguity in the learner's performance. Questions and answers should be recorded.

Outcome 5

Learner should evaluate the session and programme by discussing the individual session with the client, reflecting on their own programming, planning and delivery and suggesting alterations as appropriate.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment

Higher National Unit Support Notes (cont)

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

Opportunities for developing Core and other essential skills

There are many opportunities for developing Core Skills in *Communication, Information Communication Technology (ICT)* and *Working with Others* in this Unit. Outcome 1 requires learners to research information which they need to bring back to a group situation and share, thus developing skills in ICT, finding, analysing and presenting information which may not be familiar to them. Outcome 2 requires learners to adapt and extend previous skills in questioning and analysing information as well as developing skills in *Communication* and *Working with unknown Others*. Outcome 3 requires learners to interpret graphical information to produce a detailed analytical report on their client, thus developing and extending *ICT*, graphical information and communication skills. In order to prepare an appropriate plan, learners will have needed to work together in groups to practice and develop a bank of appropriate exercises for use with older adults. Outcome 4 requires excellent *Communication* skills in terms of instructing, describing and evaluating and at this increased SCQF level, requires learners to positively show their increased skill. Outcome 5 requires the learner to clearly evaluate his/her performance and therefore extends written communication skills in order to do this successfully.

History of changes to Unit

Version	Description of change	Date
02	Amendments due to clarity of NOS.	06/03/14

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General information for learners

Unit title: Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is about you developing the knowledge and skills to work safely and effectively with Older Adults.

Although there may not seem to be any differences between younger and older people, there are lots of anatomical and physiological processes which occur that impact on what we can do. We can all think of people or athletes who have achieved incredible athletic feats despite their age, for example, the 84 year old man who ran the marathon in under 4 hours.

However, the truth is, that the majority of older adults are not physically active and not only does this have a massive effect on their own health and well-being, it is also a big issue for society — they need a lot of medical attention and care. The less active a person is in older age, the greater the degree of care they require and the more that costs the state. As we are all living for much longer now than in previous times, the cost to the state for elderly health care is increasing. Therefore, the government is very keen to promote physical activity among older adults so that they can remain fit and able to continue independent living as long as possible.

This Unit develops in greater detail some of the aspects that you have looked at in your first year Units. It outlines the specific anatomical, physiological and physical changes that occur as a result of aging. It then goes on to look at how you specifically screen and functionally assess older adults, although the Unit only covers those older adults who are apparently healthy or who have low-risk medical conditions.

You will plan a 6 week programme for your older adult client, and then teach and evaluate one of those sessions.