



SETTING THE STANDARDS
FOR THE EUROPEAN
HEALTH AND FITNESS SECTOR

EHFA Standards EQF Level 4 Active Ageing Trainer



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Executive Summary

The EU is in a process of significant population ageing. From 2012, the European working-age population will start to shrink, while the over-60 population will continue to increase by about two million people a year. The strongest pressure is expected to occur during the period 2015-35 when the so-called “baby-boom” generation will enter retirement. The largest impact of this ageing population is likely to be the rise in non-communicable diseases (NCDs) such as cardiovascular diseases (CVD), cancer, mental health conditions, diabetes, chronic respiratory diseases, musculoskeletal conditions and mild depression and anxiety (World Health Organisation Europe Fact Sheet’ EURO/03/06). As a result healthcare systems in the EU are expected to face *substantial challenges, with age-related public expenditure projected to increase on average by about 4.75 percentage points of GDP by 2060*. Consequently age-related public health expenditure is projected to increase by €126 billion by 2060.

The *European Year for Active Ageing* is designed to serve as a framework for raising awareness, for identifying and disseminating good practice and, most importantly, for encouraging policymakers and stakeholders at all levels to promote active ageing. According to updated data from the Eurobarometer (2010), only 7% of women and 8% of men with more than 70 years are involved in regular exercise practice, with 11% and 10% respectively for the age group of 55 to 69 years. Exercise at any age is necessary for a person to maintain strength, balance, co-ordination, mobility and stamina. For older adults in particular, the evidence is well-established that continuing to exercise at sufficient intensity and frequency can reduce the risk of cardiovascular and respiratory diseases, musculoskeletal and metabolic conditions, and improve psychological wellbeing. The proven medical benefits of physical activity are succinctly summarised in the *European Union Physical Activity Guidelines (2008)*.

The ageing process traditionally has been viewed as an inevitable decline in health and function. Although many physiological functions are known to decline with age, the merging view of the aging process distinguishes the decline in function and resiliency attributable to biological aging to disuse (DiPietro, 2007). The attenuation in functional decline with exercise in older age is extremely important, because closing the “fitness gap” between active and inactive older people can prolong the time of a disability threshold.

The priority of the *2012 European Year for Active Ageing* warrants a response from the fitness sector in terms of more exercise professionals equipped to support adults over the age of 50 with the underpinning knowledge, skills and competencies to deliver exercise programmes tailored to their individual physiology. Concerns over health and safety increase with age and it is essential that exercise professionals are aware of risks and able to adapt those exercise programmes to meet the needs of healthy older adults.



This document supports the development of new and specific new Standards for Exercise Professionals working with Active Ageing. As in the review and update of the original EHFA Standards in 2010, the original B1 Competence Framework and the essential Skills and Knowledge have been updated as Learning Outcomes, based on job purposes, for exercise professionals working with Active Ageing. These are based on the European Qualification Framework (EQF) level 4.

These Active Ageing Standards and the Education associated are purpose and outcome driven, and are aligned with the sector main goal to get: **'More People, More Active, More Often'**.

The booklet containing the new EHFA Standards for Active Ageing is organized in the following chapters, trying to offer to the reader a comprehensive approach to the requested knowledge, skills and competences for the health & fitness sector:

- Chapter 1: An introductory statement about the update of the EHFA Standards from 2005 and addition of new standards in 2012.
- Chapter 2: The essential Skills and Knowledge written as Learning Outcomes, based on job purposes, required to work as an Active Ageing Trainer in the European Health and Fitness Sector at the EQF-Fitness Level 4, where EQF 3 Instructor knowledge is a pre-requisite.
- Chapter 3: The EHFA Competence Framework and the essential Competences, associated to Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as an Active Ageing Trainer in the European Health and Fitness Sector at the EQF-Fitness Level 4.

Finally, it is to be noted that a qualified group of technical experts across Europe representing the different stakeholders of our sector volunteered to assist with the development of the EHFA Standards, and that relevant experts around the world have been involved on the external consultation process.

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Brussels, 23rd of April 2012

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SETTING THE STANDARDS FOR THE EUROPEAN HEALTH AND FITNESS SECTOR

Introductory statement about the update of the
EHFA Standards from 2005 onwards

EHFA Standards EQF Level 4 Active Ageing Trainer



Education and Culture DG

Lifelong Learning Programme

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What is the EQF and what are its benefits?

The Standards that are agreed by EHFA are based upon the European Qualification Framework (EQF) which is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable.

This will help learners and workers wishing to move between countries, or to change jobs, or to move between educational institutions at home.

Why does the EQF use learning outcomes?

The EQF uses 8 reference levels based on learning outcomes (defined in terms of knowledge, skills and competences). The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. By shifting the focus to learning outcomes it helps to:

- support a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- facilitate the validation of non-formal and informal learning
- facilitate the transfer and use of qualifications across different countries and education and training systems
- transfer units of learning outcome, based on a credit system (ECVET)

It also recognizes that Europe's Education systems are so diverse that comparisons based on inputs, such as a length of study, are impracticable.

What does the EQF mean for the Fitness Sector?

Raising and developing skills for exercise professionals is more important than ever with new opportunities and responsibilities for the fitness sector to play its part in getting **more people, more active, more often**. Training organisations must adapt and develop to deliver the skills that the sector and employers want and expect. Importantly, individual exercise professionals want their achievements recognised through an independent process based on accepted European standards. If there are common standards and processes then the outcomes can be the same and transferable. As a European solution, the EQF is the backbone of this process.

The diverse start point for VET across Europe requires a central referencing point and the EQF with fully referenced EHFA standards provides the answer. All EU member states are adopting the EQF with their implementation since 2010. This will bring about the end of input driven training and learning, and EHFA is taking the lead for the fitness sector.



As part of the review and expansion of its standards EHFA is developing its own 8-level sector framework which will be referenced to the EQF. This will make national referencing easier for VET and higher education providers, and better for national government understanding.

The fitness sector needs more openness and transparency in the content and processes used for training its workforce. At present there are wide variations so better consistency is required. With a complete sector framework (SQF) it will be more transparent for the awarding of national recognition of qualifications that are in compliance with pan-European standards.

The reality is already upon us as some member states have already referenced their national frameworks against the EQF. DG EAC (European Commission) sees this as an important principle to help improve the mobility of workers. The fitness sector is already effectively borderless. For workers and learners to move between different countries we need to understand different qualification systems – and the EQF acts as the central “leveller”. The lead in standards development being taken by EHFA opens the prospect of the fitness sector determining its own framework. This will help everyone to better understand the actual occupations in the sector and therefore the training requirements to support these roles.

The challenge for EHFA and the sector is to identify and collectively agree on what are the jobs and skills required for today and then to look into the future.

The positive impact of EHFA standards and the application of the EQF through the SQF

With the ratification of the **Lisbon Treaty** came the European Commission agreeing to the competencies for workers in sport, which includes the fitness sector. If we are organized as an industry in our approach and can determine our own competencies for workers we will effectively be able to self-regulate. Creating competency standards based on the structure of the EQF and with our own sector qualification framework across all 8 levels demonstrates to other occupations and professions that not only is fitness well-organised, but it is also self-regulated through the measure of individual competencies by the European Register of Exercise Professionals (www.ereps.eu) This helps other occupations and professions – and consumers - to better understand the relationship of job roles and purposes.

The new standards and sector framework help to raise the credibility and accountability of the sector. Every training provider certificate and EREPS registration information will contain the relevant EQF level making qualifications and achievement against the EHFA standards much more understandable and transferrable.

With better understanding it will be possible to provide detailed labour market intelligence, giving evidence on skills gaps and shortages, and helping to direct the industry towards trends so that the skills of the workforce can match expectations and demands. Training providers – in both VET and in HE – will be better placed to understand the needs of the industry.



Job Purpose as the Foundation for Fitness Qualifications

In the current fitness sector, some occupational qualifications are not aligned with the sector purpose of 'more people, more active, more often'. This has happened predominantly as the result of a focus on input (amount of learning, product oriented learning) instead of output (work outcomes, customer oriented) learning.

To achieve its purpose the sector needs to become more market oriented, which means that it should listen to its users (customers) and to deliver according to their needs. It should therefore shift from an inward, product focus, to an outward, customer focus. For fitness occupations this means they should aim at delivering the experiences and results that people need, giving these jobs a real purpose. Job qualifications – that is the knowledge, skills and competencies – should enable the achievement of these job purposes.

The focus for the future should not be on qualifications, but on the outcomes of the work. Education should become more purpose or output driven instead of qualification or input driven. The learner should be central to the process.

What a person should know and be able to do in a certain fitness occupation depends on an understanding of the purpose of that role. This can only be achieved through delivering certain work outcomes and in meeting expectations of performance. In other words, learning outcomes should be determined by desired work and customer requirements delivered in a quality controlled way. A job is only performed well if it achieves what it's supposed to achieve.

Therefore, the correct way to determine the content of specific job qualification is:

1. To define the purpose of the occupation
2. To determine which work outcomes (output) lead to achieving that purpose
3. To determine which qualifications (knowledge, skills, competencies, range of application) are necessary to be able to deliver those outcomes

Any definition of occupational purpose should include the interests of the major stakeholders, which in case of the Fitness Sector are:

- for the participant: fitness results from safe, effective exercise
- for the professional: meaningful work, and recognition of achievement
- for the business/facility: more participation/members/profit
- for the Sector: 'more people, more active, more often'

These together form the desired work outcomes of an occupation.

Qualifications for fitness occupations should be solely based on the achievement of their purpose. This also applies to all other occupational content (roles, tasks, etc.).



The quality of a professional's work is determined by its outcomes, not by whether they meet the qualifications. So when we say someone is "good at their job", we should not mean they meet all the qualifications for the job, but that they deliver the desired outcomes. Certificates and diplomas are not a measure of quality but of a standard for the *minimum* quality required. It is just like having a driver license. By itself it doesn't make you a good driver, it merely allows you to drive and to possibly develop and practice to become one. So, for example, delivering safe and effective exercise is not only about a qualification that needs to be met, but are the purpose of the fitness job.

Occupational purpose can strongly impact the growth of businesses and the sector by providing a new context and impetus to fitness professionals and to help them achieve the desired outcomes of their work. These purpose-driven professionals in turn will better lead customers to achieve the desired experiences and results that they seek. Occupational purpose should drive occupational standards and help recruit people with the right motivation and skills, who can help us to create value and acquire and retain more members or customers.

Qualifications should be based on the everyday practice in which people visit fitness centres and want to participate in activities to achieve their desired fitness results.

We need people that love their work if we want to attract and retain members.

For any facility or club the number one purpose of a fitness occupation should be in contributing to the success and profitability of the business. This applies to commercial as well as not-for-profit facilities and operations.

Based on this new thinking and with agreement from the technical experts contributing to the review of the original 2005 EHFA Standards an "evolution" was formally approved in 2010, the development of new Standards for EQF level 2 in 2011 was completed and approved, and this document contains the new proposed EHFA Standards for EQF level 4 (Active Ageing Trainer).

Following the same methodology than in the EHFA Standards for levels 2, 3 and 4, the new ones EQF level 4 Active Ageing Trainer have been referenced in a detailed way to the EQF level descriptors.

The focus for the future of the Sector should not be on qualifications, but on the outcomes or results of work. Wherever new people are recruited into the Sector, this should be based on their motivation and people skills instead of only on their technical qualifications and exercise related knowledge. The change is that education and the new Standards should be purpose and outcome driven, and not qualification or input driven.

Brussels, April 2012
EHFA Standards Council



SETTING THE STANDARDS FOR THE EUROPEAN HEALTH AND FITNESS SECTOR

EHFA EQF Level 4 Skills and Underpinning Knowledge for Active Ageing Trainers as part of the EHFA Learning Outcomes Framework



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EHFA Active Ageing Trainer

This chapter supports the EHFA Competence Framework and contains the essential Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as an Active Ageing Trainer in the European Health and Fitness Sector at the EQF-Fitness Level 4. These Standards and the Education associated are purpose and outcome driven, aligned with the sector main goal to get 'more people, more active, more often'.

All Trainers will require both Basic Core Knowledge and specific knowledge related to the context in which they work: Fitness or Group Fitness and must hold an EQF Level 3 or equivalent EHFA accredited certification. The Level 4 Active Ageing Trainer knowledge, skills and competences build on those achieved at Level 3 to enable instructors to safely and effectively adapt their delivery for apparently healthy adults over the age of 50.

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Introductory information

As explained in the introductory chapter, the **European Qualifications Framework (EQF)** is a common European reference system which will link different countries' national qualifications systems and frameworks together. In practice, it will function as a translation device making qualifications more readable. This will help learners and workers wishing to move between countries or change jobs or move between educational institutions at home.

Why does the EQF use learning outcomes?

The EQF uses 8 reference levels based on learning outcomes (defined in terms of knowledge, skills and competences). The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. Shifting the focus to learning outcomes:

- supports a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- facilitates the validation of non-formal and informal learning
- facilitates the transfer and use of qualifications across different countries and education and training systems.

It also recognizes that Europe's education systems are so diverse that comparisons based on inputs, say length of study, are impracticable.

What does level 4 mean in the EQF?

Level of the EQF	Knowledge is described as theoretical and/or factual.	Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	Competence is described in terms of responsibility and autonomy.
The learning outcomes relevant to Level 4 are	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.



What does level 4 mean for the Sector Qualification Framework?

EQF Level	Occupation	EHFA Standards	Target Audience
Level 4	Active Ageing Trainer	EHFA Active Ageing Trainer Level 4	Apparently healthy Adults over 50 years of age



EQF Level 4

Skills and Underpinning Knowledge for Active Ageing Trainers, part of the EHFA Instructor Learning Outcomes Framework

Occupational Title

Active Ageing Trainer.

Job purpose

The purpose of the Active Ageing Trainer is to build fitness participation of new and existing exercisers over 50 years of age through group or individual fitness experiences that meet their needs.

Occupational Description

An Active Ageing Trainer delivers fitness instruction to individuals with the use of equipment in a gym (Fitness Instructor Pre-Requisite) or to a group through fitness classes (Group Fitness Instructor Pre-Requisite). The Active Ageing Trainer differs from a Level 3 Fitness Instructor in their understanding of the physiology of ageing and their ability to work safely with older adults through the adaptation of exercise programme design and delivery. Active Ageing Trainers create a fitness environment that is welcoming and not intimidating for older exercisers.

Occupational Roles

The active ageing trainer should be able to:

1. Build rapport and collect information from individual older adults clients
2. Implement appropriate pre-participation screening for older adult clients
3. Analyse health and lifestyle information relating to individual older adult clients
4. Make the appropriate decisions relating to older adult client's health status and goals, where required refer the client to a more appropriate professional
5. Provide a range of exercise programmes in accordance with the needs of older adult clients by applying principles of exercise programming and an understanding of common biomechanical and physiological changes associated with ageing
6. Develop and apply strategies to motivate older adult clients to join and adhere to an exercise programme
7. Deliver exercise sessions to individuals or groups of older adults based on evidence-based guidelines for the age group and have been tailored to their individual and collective needs
8. Deliver good customer service and be a positive role model at all times and keep up to date with sector developments
9. Promote healthy activities and related strategies for daily living to older adult clients
10. Provide emergency aid to an older adult during or following an exercise session if required



**EHFA Level 4 Active Ageing Trainer
Core Knowledge Areas**

EHFA ACTIVE AGEING TRAINER

LEVEL 4 ACTIVE AGEING TRAINER CORE KNOWLEDGE

Effects of Ageing on
Health, Physiology
& Adaptation to
Exercise

Psycho-social
Aspects of
Exercise
Participation

Guidelines for Exercise
Programming &
Delivery

Age – related
Nutrition &
Hydration
Considerations



Knowledge Requirements

Section 1: Effects of Ageing on Health, Physiology & Adaptation to Exercise

Section Overview

Learners will:

- Understand the increasing risk of experiencing ill-health through non communicable diseases (NCD's) with increasing age, to include; *cardiovascular disease, type 2 diabetes, cancers, osteoarthritis and rheumatoid arthritis, osteopenia and osteoporosis, back pain*
- Know the effects of ageing on the human body including; *cardiorespiratory system, muscular system, skeletal system, nervous system, metabolism (energy systems), senses*
- Understand the effects of ageing on the body's capacity to recover from, and adapt to, training stimuli including effects on; *Range of motion, muscular strength and power, local muscle endurance, VO₂max, Lactate Threshold, body composition, motor skills (reaction time, coordination, balance, agility, quickness and speed)*

Section Headings

1.1 Effects of ageing on health

Learners should demonstrate knowledge and understanding of:

- The relationship between increasing age and increasing risk of developing a NCD including Coronary Artery Disease, Stroke, cancers e.g. prostate cancer, type 2 diabetes, osteoarthritis, rheumatoid arthritis, osteopenia and osteoporosis, low back pain, dementia, Alzheimer's disease and Parkinson's disease
- Risk factors, signs and symptoms of age-related conditions that may be identified in pre-participation screening
- The appropriate medical referral and consent process to use when an NCD risk is identified during pre-participation screening

1.2 Effects of ageing on physiology

Learners should demonstrate knowledge and understanding of:

- The effects of the ageing process on the human body to include; Heart, blood vessels, respiratory tree, lung tissue, muscular system, skeletal system, nervous system
- The effect of ageing on the senses; vision, hearing, proprioception, olfaction,
- The effect of ageing on daily energy expenditure and metabolism
- The effect of ageing on pathways of ATP re-synthesis



1.3 Effects of ageing on adaptation to exercise

Learners should demonstrate knowledge and understanding of:

- The effect of age related tissue changes on range of motion
- The effect of age related neuromuscular changes on strength, power and local muscle endurance development
- The effect of age related changes in ATP re-synthesis on VO₂max and Lactate Threshold
- The effect of age on body composition
- The effect of age related neuromuscular changes on motor skills; reaction time, quickness, agility, speed, co-ordination and balance

Section 2: Psycho-Social Aspects of Exercise Participation

Section overview

Learners will:

- Understand how to communicate and build rapport with older adult clients using multisensory communication and taking account of any sensory impairments they may have
- Know how to explain exercises and other technical information in terminology that is familiar to older adults and builds their self-efficacy to support independent exercise
- Know common barriers to participation and ways to overcome some of these through planning the location and timing of exercise classes or sessions targeted at older adults
- Understand that there is an increased level of responsibility for older adult clients and how to meet this duty of care
- Know the importance of social interaction in exercise programmes for older adults and how to facilitate this in programme planning and delivery

Section headings

2.1 Psychological considerations

Learners should demonstrate knowledge and understanding of:

- The specific communication techniques to be employed with older adult clients
- The importance of building rapport with older adult clients
- How to use familiar language to explain unfamiliar or technical concepts
- Physical and psychological barriers to exercise that are specific to older adults
- How to create an environment and atmosphere in which older adult clients feel comfortable and confident to participate in exercise
- The increased responsibility for duty of care when working with older adult clients that may be considered vulnerable



2.2 Social considerations

Learners should demonstrate knowledge and understanding of:

- The importance of social interaction in maintaining health & independence
- How to facilitate social interaction through delivery of exercise programmes
- The value of keeping attendance records and contacting regular attending older adult clients that miss a session

Section 3: Guidelines for Exercise Programming & Delivery

Section overview

Learners will:

- Know how to screen older adult clients using appropriate methods
- Know when to refer an older adult client to a medical profession prior to beginning exercise
- Understand when to use different methods of health & fitness evaluation for older adult clients
- Know the current guidelines for adapting exercise prescription for older adults and understand the importance of regularly checking credible sources e.g. ACSM, peer reviewed journals for updated information about exercise guidelines for older adults
- Understand the effects of ageing physiology on planning and achievement of goals and know how to adapt programme design to take account of this
- Know how to adapt exercise session delivery to increase safety and take account of the challenges faced by many older adults when exercising

Section headings

3.1 Pre-participation Screening

Learners should demonstrate knowledge and understanding of:

- The appropriate screening processes to use with older adult clients (e.g. PARQ-R or ACSM Health/Fitness Facility Pre-Participation Screening Questionnaire)
- When and how to refer an older adult client to a medical professional to gain consent for exercise
- The information that should be collected from older adult clients and how to select the most appropriate methods of collecting information; including questionnaire, interview, measurements, assessments
- How to select and conduct measurements of functional ability appropriate for the assessment of older adult clients



3.2 Exercise Programme Design

Learners should demonstrate knowledge and understanding of:

- Credible, evidence based guidelines for cardiovascular, resistance, proprioceptive and flexibility exercise prescription for older adults
- Appropriate goals and realistic time frames for achievement of fat loss and lean body mass gain in older adults
- Designing exercise programme structures that take into account the physiological changes associated with ageing

3.3 Exercise session Delivery

Learners should demonstrate knowledge and understanding of:

- Guidelines for adapting exercise session structure and timings to make them safe for older adult clients
- How to adapt exercises so they are safe for older adult clients to perform with good technique
- Adapting teaching/instructing methods to communicate effectively with older adult clients
- Signs indicating that an older adult client should stop exercising immediately or requires medical attention
- How to manage an emergency situation when instructing an older adult client or group

Section 4: Age-related Nutrition & Hydration Considerations

Section Overview

Learners will:

- Understand the impact poor nutrition can have on exercise capacity and safety
- Know the common nutrition deficiencies associated with older adults
- Understand the barriers to drinking adequate fluids for many older adults
- Know how to address these barriers and communicate the importance of adequate hydration within exercise sessions

Section headings

4.1 Nutrition and exercise capacity

Learners should demonstrate knowledge and understanding of:

- The potential impact on exercise capacity of common nutrient deficiencies among older adults including; iron, vitamin B12
- Issues surrounding dietary beliefs and habits of older adult clients
- The importance of adequate energy intake and regular eating for older adult clients



4.2 Hydration

Learners should demonstrate knowledge and understanding of:

- The reasons why older adult clients are more often dehydrated than younger adults
- The importance of encouraging older adult clients to drink water before, during and after exercise
- How to structure exercise sessions to provide opportunities for comfort breaks



EHFA ACTIVE AGEING TRAINER L4 STANDARDS & COMPETENCIES FRAMEWORK

This document describes the EHFA Competence Framework and contains the essential Competences, associated to Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as an Active Ageing Trainer in the European Health and Fitness Sector at the EQF-Fitness Level 4. These Competence Framework, the Standards and the Education associated are purpose and outcome driven, aligned with the sector main goal to get 'more people, more active, more often'.

The Units in the document are broken down in to competencies, skills and range. This document should be read in conjunction with the **EHFA European Level 4 Active Ageing Trainer Knowledge Requirements** which describe the knowledge that underpin the skills of the Fitness and Group Fitness Instructor working specifically with individual older adults or groups of older adults.

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Section 1	Effects of ageing on health, physiology and adaptation to exercise
Section 2	Psycho-social aspects of exercise participation
Section 3	Guidelines for exercise programming and delivery
Section 4	Age-related nutrition & hydration considerations



Section 1: Effects of Ageing on Health, Physiology & Adaptation to Exercise

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Writing exercise programmes that meet the needs of older adult clients by applying principles of exercise programming and an understanding of common biomechanical and physiological changes associated with ageing	a. Write exercise programmes and sessions appropriate for older adult clients	<ul style="list-style-type: none"> Programmes designed to facilitate client's goals including: (Improved body composition Improved health & well being Improved sports performance) Programmes designed considering to the age, ability level and needs of the client(s) 	1.1 Effects of ageing on health 1.2 Effects of ageing on physiology 1.3 Effects of ageing on adaptation to exercise 3.1 Pre-participation Screening 3.2 Exercise Programme Design
Delivering exercise sessions to individuals or groups of older adults tailored to their individual and collective needs based on an understanding of the effects of each activity on their physiology	b. Deliver safe, effective exercise sessions to older adult clients	<ul style="list-style-type: none"> Sessions delivered using multi-sensory communication skills and awareness of reduced visual and hearing acuity Sessions adapted to provide a suitable level of challenge for older adults with levels of fitness from inactive with low functional capacity to fit recreational athletes 	3.3 Exercise session Delivery
Maintain CPD to remain familiar with current understanding of ageing and its effects on adaptation to exercise	c. Provide accurate and current advice on age-related health and fitness	<ul style="list-style-type: none"> General healthy lifestyle advice Specific adaptations to exercise training 	1.1 Effects of ageing on health 1.2 Effects of ageing on physiology 1.3 Effects of ageing on adaptation to exercise



Section 2: Psycho-Social Aspects of Exercise Participation

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Develop and apply strategies to motivate older adult clients to join and adhere to an exercise programme	<p>a. Explain the benefits of an exercise programme tailored for older adults to prospective clients</p> <p>b. Structure the programme to include opportunities for social interaction</p> <p>c. Create a fun, secure environment that welcomes new participants</p> <p>d. Plan session scheduling to meet the needs & preferences of the target audience</p>	<ul style="list-style-type: none"> • Written information • Conversation • Testimonials • Before and/or after exercise sessions • At regular intervals or on special occasions • Induction process • Session content • Buddy systems • Quiet/low usage times during day • Daylight hours • Convenient travel times if using public transport 	<p>2.1 Psychological considerations</p> <p>2.2 Social considerations</p> <p>3.2 Exercise Programme Design</p>
Deliver good customer service to older adult clients, be a positive role model at all times and support the confidence, self-esteem and independence of older adult clients	<p>e. Adapting communication style to meet the expectations of older adult clients</p> <p>f. Providing regular opportunities for achievement and positive reinforcement</p>	<ul style="list-style-type: none"> • Body positioning, body language, volume, tone and pitch of speech • Choice of language used, acceptable level of formality • Goal setting • Praise for attendance • Recommending appropriate complexity/intensity exercise alternatives • Seeking opportunity to give genuine compliments 	<p>2.1 Psychological considerations</p> <p>1.3.3. Exercise session Delivery</p>



<p>Make the appropriate decisions relating to older adult clients health status and goals, where required refer the client to a more appropriate professional</p>	<p>g. Evaluate collected information against recognised referral and programming guidelines.</p>	<ul style="list-style-type: none"> • Screening and medical consent for exercise • Lifestyle • Nutrition • Exercise history 	
<p>Provide a range of exercise programmes in accordance with the needs of older adult clients by applying current guidelines for safe, effective exercise programme design for this population group</p>	<p>h. Research and remain informed of current exercise guidelines and updates</p> <p>i. Incorporate general recommendations in all programmes for older adults</p> <p>j. Adapt specific programmes as required to suit individual needs</p>	<ul style="list-style-type: none"> • Membership of national/international professional bodies • Journal subscriptions • Regular reading of new publications • Overall session structure and duration • Duration of individual session components • Lower intensity options for exercise techniques • Recovery, hydration & comfort breaks • Goal specific • Preferred training modes • Considering ability level & risk of falling including; mobility, balance & coordination 	<p>1.1 Effects of ageing on health 1.2 Effects of ageing on physiology 1.3 Effects of ageing on adaptation to exercise 3.2 Exercise Programme Design</p>
<p>Deliver exercise sessions to individuals or groups of older adults using multisensory communication</p>	<p>k. Use visual, verbal and kinaesthetic cues to elicit safe exercise technique in older adult clients</p>	<ul style="list-style-type: none"> • Body language • Visual cues & demonstrations • Variations in volume tone and pitch of voice • With consent physical manipulation of client technique to assist kinaesthetic learning 	<p>3.3 Exercise session Delivery</p>



	<p>l. Recognise when older adult clients require exercise modifications or rest breaks</p>	<ul style="list-style-type: none"> • Observation of technique, posture and body language • Listening for signals that exercises need modifying or additional instruction is required 	
<p>Provide emergency aid to an older adult during or following an exercise session if required</p>	<p>m. Administering first aid, provide reassurance and contact emergency services when necessary in the case of an emergency</p> <p>n. Complete the necessary accident and incident records after the event</p>	<ul style="list-style-type: none"> • Reassurance • Minor musculoskeletal injuries including; sprains & strains • Falls including; fractures & head injuries • Unconscious casualty • CPR • Accident/incident book • COSHH 	<p>3.3 Exercise session Delivery</p>



Section 4: Age-Related Nutrition & Hydration Considerations

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Promote strategies for healthy living to older adult clients	a. Providing information about the benefits of physical activity, healthy eating and staying hydrated in a way that is not patronising to the target audience	Information targeted at: <ul style="list-style-type: none"> • Unfit older adults • Fit older adults • Athletic older adults 	4.1 Nutrition and exercise capacity 4.2 Hydration 2.1 Psychological considerations
Inform older adult clients of general healthy eating guidelines and specific nutrition guidelines for their goals and age related health risks	b. Giving general healthy eating information to groups or individual clients based on credible guidelines and relevant to their specific goals and needs	Goals including: <ul style="list-style-type: none"> • Weight loss • Health & vitality • Weight gain (LBM) • Athletic performance 	4.1 Nutrition and exercise capacity 4.2 Hydration 2.1 Psychological considerations