



Qualification
Guidance
Syllabus

Level 2 Certificate in Fitness Instruction and Self - Development

Qualification
Accreditation Number:
601/0298/6
Version AIQ005050

Active iQ

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Active IQ Level 2 Certificate in Fitness Instruction and Self-Development in Active Leisure

Qualification Accreditation No: 601/0298/6

Introduction

The Active IQ Certificate in Fitness Instruction and Self-Development in Active Leisure is at level 2 on the Regulated Qualifications Framework. It also provides access onto The Register of Exercise Professionals (REPs) at level 2.

Guided learning hours: 163 Total Qualification Time: 250 Credit: 25

Minimum credit to be achieved at or above the level of the qualification	25
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

Entry Requirements

- No specific entry requirements
- The course requires physical exertion and individual participation is essential; therefore, a degree of physical fitness is necessary
- There is also an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2

Qualification Outline

Target Learners:

- Learners aged 16+
- Those considering a career as a fitness instructor
- Please note that 16-18 year olds may need to be supervised in the workplace, once they have achieved the qualification

Aim:

- To train learners to a professionally competent level, enabling them to prescribe, plan and deliver safe and effective exercise sessions within a gym or health club environment

Objectives:

- To develop learner's knowledge of anatomy and physiology and how it relates to exercise and fitness
- To develop learner's ability to plan and deliver safe and effective exercise sessions
- To provide learners with the knowledge to develop good customer service and the personal qualities required by the exercise and fitness industry
- To develop the learner's understanding of personal development in an active leisure job role and to be able to identify their own development needs

Progression:

This qualification provides progression to:

- Active IQ Level 3 Certificate in Personal Training
- Active IQ Level 3 Diploma in Personal Training and Business Skills for Fitness Professionals
- Active IQ Level 3 Diploma in Exercise Referral
- Active IQ Level 2 NVQ Diploma in Exercise and Fitness

It also allows learners to broaden their knowledge to:

- Active IQ Level 2 Award in Instructing Circuit
- Active IQ Level 2 Award in Instructing Studio Cycling
- Active IQ Level 2 Award in Instructing Kettlebells

Links to National Occupational Standards

This qualification has direct links to a number of National Occupational Standards suites in the Active Leisure Sector

- Instructing Exercise and Fitness
- Leisure Operations

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

Tutors

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

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

Assessor

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

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

Internal Verifier

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- V1 (previously D34)

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification Structure

The learner must complete five units in Mandatory Group A and a minimum of ten credits from one of the optional pairings.

Mandatory Group A

This group is comprised of five mandatory units. Learners must achieve all five units from Mandatory Group A (15 credits).

Unit		Unit accreditation number	Level	Credits
1	Anatomy and physiology for exercise	H/600/9013	2	6
2	Know how to support clients who take part in exercise and physical activity	M/600/9015	2	2
3	Health, safety and welfare in a fitness environment	T/600/9016	2	2
4	Principles of exercise, fitness and health	A/600/9017	2	4
5	Developing self in an active leisure job role	Y/503/0737	2	1

Learners must choose at least one optional pairing from Group B, C, D (10-11 credits).

Group B- Fitness instructing, gym

This group is comprised of two units. Units 6 and 7 must be taken together

Unit		Unit accreditation number	Level	Credits
6	Planning gym-based exercise	F/600/9018	2	4
7	Instructing gym-based exercise	A/600/9020	2	6

Group C- Fitness instructing, exercise to music

This group is comprised of two units. Units 8 and 9 must be taken together

Unit		Unit accreditation number	Level	Credits
8	Planning group exercise to music sessions	F/600/9021	2	4
9	Instructing group exercise to music	J/600/9022	2	6

Group D- Fitness instructing, aqua

This group is comprised of two units. Units 10 and 11 must be taken together

Unit		Unit accreditation number	Level	Credits
10	Planning water-based exercise	L/600/9023	2	5
11	Instructing water-based exercise	R/600/9024	2	6

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the structure and function of the circulatory system	1.1 Identify the location of the heart 1.2 Describe the function of the heart 1.3 Describe the structure of the heart 1.4 Describe how blood moves through the four chambers of the heart 1.5 Describe systemic and pulmonary circulation 1.6 Describe the structure and functions of blood vessels 1.7 Define blood pressure 1.8 Identify blood pressure classifications
2. Understand the structure and function of the respiratory system	2.1 Identify the location of the lungs 2.2 Describe the function of the lungs 2.3 Describe the structure of the lungs 2.4 Identify the main muscles involved in breathing 2.5 Describe the passage of air through the respiratory tract 2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs
3. Understand the structure and function of the skeleton	3.1 Describe the basic functions of the skeleton 3.2 Identify the structures of the axial skeleton 3.3 Identify the structures of the appendicular skeleton 3.4 Explain the classification of bones 3.5 Explain the structure of long bone 3.6 Explain the stages of bone growth 3.7 Describe posture in terms of: <ul style="list-style-type: none"> • curves of the spine • neutral spine alignment • potential ranges of motion of the spine • postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy
4. Understand joints in the skeleton	4.1 Describe the classification of joints 4.2 Describe the structure of synovial joints 4.3 Describe the types of synovial joints and their range of motion 4.4 Describe joint movement potential and joint actions
5. Understand the muscular system	5.1 Identify the three types of muscle tissue 5.2 Define the characteristics and functions of the three types of muscle 5.3 Describe the basic structure of skeletal muscle 5.4 Name and locate the anterior skeletal muscles 5.5 Name and locate the posterior skeletal muscles 5.6 Describe the structure and function of the pelvic floor muscles 5.7 Describe the different types of muscle action 5.8 Identify the joint actions brought about by specific muscle groups 5.9 Identify skeletal muscle fibre types and their characteristics
6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise	6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with: <ul style="list-style-type: none"> • young people in the 14-16 age range • antenatal and postnatal women • older people (50 plus)
7. Understand energy systems and their relation to exercise	7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate 7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise

8. Understand the nervous system and its relation to exercise	8.1 Describe the role and functions of the nervous system 8.2 Describe the principles of muscle contraction 8.3 Describe the 'all or none law'/motor unit recruitment 8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to form effective working relationships with clients	1.1 Explain why it's important to form effective working relationships with clients 1.2 Explain why it's important to present oneself and the organisation positively to clients 1.3 Describe how different communication skills can be used to assist clients with motivation 1.4 Explain the importance of valuing equality and diversity when working with clients
2. Understand how to address barriers to exercise/physical activity that clients experience	2.1 Identify the typical barriers to exercise/physical activity that clients experience 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity
3. Understand how to support clients to adhere to exercise/physical activity	3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation 3.2 Describe how to assist clients to develop their own strategy for motivation and adherence 3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity 3.4 Describe how to set short, medium and long term SMART goals 3.5 Describe how to review and revise short, medium and long term SMART goals
4. Understand how to provide ongoing customer service to clients	4.1 Explain the importance of client care both for the client and the organisation 4.2 Explain why it is important to deal with clients' needs to their satisfaction 4.3 Identify where to source relevant and appropriate information to meet clients' needs 4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively 4.5 Give examples of how to exceed customer expectations, when appropriate 4.6 Explain the importance of handling client complaints positively following an organisation's procedure
Assessment	Client interview Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand emergency procedures in a fitness environment	1.1 Identify the types of emergencies that may occur in a fitness environment 1.2 Describe the roles that different staff and external services play during an emergency 1.3 Explain the importance of following emergency procedures calmly and correctly 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people
2. Understand health and safety requirements in a fitness environment	2.1 Outline why health and safety is important in a fitness environment 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation 2.5 Describe the types of security procedures that may apply in a fitness environment 2.6 Describe the key health and safety documents that are relevant in a fitness environment
3. Understand how to control risks in a fitness environment	3.1 Identify possible hazards in a fitness environment, relating to: <ul style="list-style-type: none"> • facilities • equipment • working practices, including lifting and handling of equipment • client behaviour • security • hygiene 3.2 Describe how to risk assess the types of possible hazards in a fitness environment 3.3 Describe how to control risks associated with hazards in a fitness environment 3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally
4. Understand how to safeguard children and vulnerable adults	4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults 4.2 Describe the responsibilities and limitations of a fitness instructor with regard to safeguarding children and vulnerable adults 4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual 4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual 4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures 4.6 Describe the procedures to follow to protect oneself from accusations of abuse 4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults 4.8 Explain when it may be necessary to contact statutory agencies 4.9 Describe how to maintain the confidentiality of information relating to possible abuse
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the effects of exercise on the body	1.1 Describe cardiovascular and respiratory adaptations to endurance/ aerobic training 1.2 Identify the short and long term effects of exercise on blood pressure 1.3 Describe the “blood pooling” effect following exercise 1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise 1.5 Describe delayed onset of muscle soreness (DOMS) 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness 1.7 Describe the short and long term effects of different types of exercise on muscle 1.8 Describe different exercises that can improve posture
2. Understand the components of fitness	2.1 Define the components of health-related fitness 2.2 Define the components of skill-related fitness 2.3 Identify the factors that affect health and skill-related fitness
3. Understand how to apply the principles and variables of fitness to an exercise programme	3.1 Describe the physiological implications of: <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • recovery time 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type) 3.3 Explain the principles of a progressive training programme in developing components of fitness 3.4 Explain how to recognise when and how to regress a training programme 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type) 3.6 Describe the effect of speed on posture, alignment and intensity 3.7 Describe the effect of levers, gravity and resistance on exercise 3.8 Describe the differences between programming exercise for physical fitness and for health benefits

<p>4. Understand the exercise contraindications and key safety guidelines for special populations</p>	<p>4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus) 4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16) 4.4 Describe the key safety considerations for working with disabled people</p>
<p>5. Understand how to safely monitor exercise intensity</p>	<p>5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:</p> <ul style="list-style-type: none"> • the talk test • Rate of Perceived Exertion (RPE) • heart rate monitoring and the use of different heart rate zones
<p>6. Understand the health benefits of physical activity</p>	<p>6.1 Describe the health benefits of physical activity 6.2 Describe the effect of physical activity on the causes of certain diseases including:</p> <ul style="list-style-type: none"> • Coronary Heart Disease • Some cancers • Type 2 Diabetes • Hypertension • Obesity • Osteoporosis
<p>7. Understand the importance of healthy eating</p>	<p>7.1 Describe the national food model/guide 7.2 Describe key healthy eating advice that underpins a healthy diet 7.3 Explain the importance of adequate hydration 7.4 Explain professional role boundaries in relation to offering nutritional advice 7.5 Explain the dietary role of the key nutrients 7.6 Identify the common dietary sources of the key nutrients 7.7 Describe the energy balance equation 7.8 Explain the health risks of poor nutrition</p>
<p>Assessment</p>	<p>Theory paper</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand personal development in an Active Leisure job role	1.1 Describe why it is important for staff in the Active Leisure sector to continue to develop their knowledge and skills 1.2 Describe an Active Leisure organisation's systems to ensure the development of its staff
2. Know how to develop themselves in the job role	2.1 Describe how an Active Leisure member of staff can work with other people to identify their own strengths and weaknesses 2.2 Explain the meaning of 'personal development plan' 2.3 Describe what a personal development plan should contain 2.4 Describe how an Active Leisure organisation's performance appraisal and development system works
3. Be able to identify own development needs	3.1 Identify own strengths and weaknesses in a role using evidence of own performance 3.2 Analyse feedback from team members and managers on own performance 3.3 Agree priority areas for own improvement
4. Be able to develop themselves in a job role	4.1 Create a personal plan for own development 4.2 Take part in learning and development activities as part of own personal development plan 4.3 Review own personal development plan 4.4 Amend own personal development plan as a result of learning achievements and new priorities
Assessment	Worksheet (including personal development plan)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collect client information to plan gym-based exercise	1.1 Explain the process of informed consent 1.2 Describe different methods to collect client information, including: <ul style="list-style-type: none"> • questionnaire • interview • observation • physical measurements 1.3 Describe how to determine which method/s of collecting information are appropriate according to the individual 1.4 Explain the principles of screening clients prior to exercise to include the use of the physical activity readiness questionnaire (PAR-Q)
2. Understand how to use client information to plan gym-based exercise	2.1 Describe the factors, based on client screening, which may affect safe exercise participation 2.2 Identify the reasons for temporary deferral of exercise 2.3 Explain the reasons for referring clients to other professionals
3. Understand how to plan gym-based exercise with clients	3.1 Explain why it is important to agree goals and objectives with clients 3.2 Identify a range of exercises for individual clients to develop: <ul style="list-style-type: none"> • cardio-vascular fitness • muscular fitness • flexibility • motor skills 3.3 Identify a range of cardiovascular and resistance machines, and their uses 3.4 Identify a range of cardiovascular and resistance machines, and their uses 3.5 Describe how to plan gym-based exercise using circuit formats
4. Be able to collect and use client information to plan a gym-based exercise programme	4.1 Use appropriate methods to collect information to enable clients to participate 4.2 Check the information is accurate and up-to-date 4.3 Identify client needs and potential, and any possible risks from participation 4.4 Maintain client confidentiality
5. Be able to plan a safe and effective gym-based exercise programme with clients	5.1 Agree objectives with clients appropriate to: <ul style="list-style-type: none"> • their needs and potential • accepted good practice in the industry own level of competence 5.2 Select gym-based exercises that will help clients to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 5.3 Plan how to minimise any risks relevant to the programme 5.4 Plan realistic timings and sequences for exercise 5.5 Record programme plans in an appropriate format
Assessment	Client Interview Programme Card 4 Session Plans Professional Discussion or Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to provide gym-based exercise	1.1 Identify safe and effective alignment for a range of gym-based exercise positions to cover use of: <ul style="list-style-type: none"> • cardio-vascular machines • resistance machines • free weights 1.2 Identify different methods of adapting a gym-based exercise programme to ensure appropriate progression and/or regression 1.3 Describe how to develop client co-ordination by building exercises/movements up gradually 1.4 Describe the principles of behaviour management for group inductions
2. Be able to prepare self and equipment for gym-based exercise	2.1 Prepare self to supervise gym-based exercise 2.2 Select equipment for gym-based programmes as appropriate to client needs 2.3 Prepare the environment and equipment as appropriate to client needs
3. Be able to prepare clients for gym-based exercise	3.1 Help clients feel welcome and at ease 3.2 Explain the purpose and value of the exercises, including warm-up and cool-down 3.3 Describe the exercises, including their physical and technical demands 3.4 Confirm or revise plans with clients as appropriate 3.5 Advise clients of the facility's emergency procedures 3.6 Use warm up activities that are safe and effective for the clients
4. Be able to instruct gym-based exercise	4.1 Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions) 4.2 Communicate as appropriate to client needs and the environment
5. Be able to supervise clients undertaking gym-based exercise	5.1 Adopt appropriate positions to observe clients and respond to their needs 5.2 Monitor the safety and intensity of exercise 5.3 Provide feedback and instructing points which are timely, clear and motivational 5.4 Adapt exercises with suitable progressions and regressions according to client needs
6. Be able to bring a gym-based exercise session to an end	6.1 Allow sufficient time to end the session according to clients' level of experience 6.2 Use cool down activities that are safe and effective for the clients 6.3 Give the clients an accurate summary of feedback on the session 6.4 Give the clients the opportunity to: <ul style="list-style-type: none"> • reflect on the session • ask questions • provide feedback • identify further needs 6.5 Make sure the clients understand how to continue their programme of gym-based exercise without direct supervision 6.6 Leave the environment in a condition acceptable for future use

<p>7. Be able to reflect on providing gym-based exercise</p>	<p>7.1 Review the outcomes of working with clients and client feedback</p> <p>7.2 Identify:</p> <ul style="list-style-type: none"> • how well the exercises met client needs • how effective and motivational the relationship with the client was • how well the instructing style matched the clients' needs <p>7.3 Identify how to improve personal practice</p> <p>7.4 Explain the value of reflective practice</p>
<p>8. Be able to support clients taking part in gym-based exercise</p>	<p>8.1 Present a positive image of self and organisation to clients</p> <p>8.2 Establish an effective working relationship with clients</p> <p>8.3 Communicate with clients in a way that makes them feel valued</p> <p>8.4 Use motivational styles appropriate to the client and the exercise format</p>
<p>Assessment</p>	<p>Formative observed session</p> <p>Summative observed session</p> <p>Session self-evaluation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collect participant information	1.1 Explain the process of informed consent 1.2 Describe different methods to collect participant information: <ul style="list-style-type: none"> • questionnaire • interview • observation 1.3 Describe how to determine which methods of collecting information are appropriate according to the situation 1.4 Explain the principles of screening participants prior to exercise to music to include the use of the physical activity readiness questionnaire (PARQ)
2. Understand how to use participant information to plan group exercise to music	2.1 Describe the factors, based on client screening, which affect safe exercise participation 2.2 Give examples of how participant information could affect the planning of group exercise to music 2.3 Identify the reasons for temporary deferral of exercise 2.4 Explain the reasons for referring participants to other professionals
3. Understand how to plan group exercise to music	3.1 Describe how to plan exercise to music to meet the needs of clients with different objectives 3.2 Identify a range of group exercises to music, to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 3.3 Identify a range of equipment used in group exercise to music and its uses 3.4 Describe how to plan group exercise to music using circuit formats
4. Understand how to use music to enhance group exercise	4.1 Describe how to select speed and type of music as appropriate to the participants and phase of the class 4.2 Describe the legal requirements covering the use of music 4.3 Describe the principles involved in developing choreography for a group exercise session
5. Be able to plan safe and effective group exercise to music	5.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> • the likely needs and potential of the participants • accepted good practice in the industry • own level of competence 5.2 Select exercises that will help clients to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 5.3 Plan safe and effective group exercise to music to achieve planned objectives for the session 5.4 Select a range of exercises that are safe and appropriate for participants and include possible alternatives 5.5 Plan realistic timings and original choreography for sessions 5.6 Record plans in an appropriate format
Assessment	Participant Interview Class Plan 4 Session Plans Professional Discussion or worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to provide group exercise to music	1.1 Identify the safe and effective alignment for a range of group exercise to music movements to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • motor skills 1.2 Identify different methods of adapting exercise to music to ensure appropriate progression and regression 1.3 Describe how to develop participant co-ordination by building exercises/movements up gradually, to include: <ul style="list-style-type: none"> • layering techniques • holding patterns 1.4 Describe effective methods of combining movements 1.5 Describe the principles of group behaviour management during exercise to music sessions
2. Be able to prepare self and equipment for group exercise to music	2.1 Prepare self to instruct the session 2.2 Provide safe and appropriate equipment sufficient for the participants 2.3 Organise sufficient space for safe exercise performance
3. Be able to prepare participants for group exercise to music	3.1 Help participants to feel welcome and at ease in the exercise environment 3.2 Check participants' level of experience, ability and physical/medical condition 3.3 Explain the purpose and value of the session, including warm-up and cool-down 3.4 Describe the exercises, including physical and technical demands 3.5 Confirm or revise plans as appropriate 3.6 Advise participants of the facility's emergency procedures 3.7 Use warm up activities that are safe and effective for the participants
4. Be able to instruct group exercise to music	4.1 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions 4.2 Communicate as appropriate to participants' needs 4.3 Use volume, pitch and voice projection relative to the music, with or without a microphone 4.4 Provide cueing to enable participants to work to the structure and phrase of the music 4.5 Vary the pace and speed of exercise to ensure safety and effectiveness 4.6 Ensure participants exercise safely 4.7 Keep to the planned timings for the session

<p>5. Be able to improve participant's performance in group exercise to music</p>	<p>5.1 Adopt appropriate positions to observe participants and respond to their needs</p> <p>5.2 Check that participants can perform the exercises as instructed</p> <p>5.3 Use appropriate methods to correct and reinforce technique, including</p> <ul style="list-style-type: none"> • changing teaching positions • asking questions • verbal and visual communication • mirroring <p>5.4 Provide feedback and instructing points which are timely, clear and motivational</p> <p>5.5 Adapt exercises with suitable progressions and regressions according to participants' needs</p>
<p>6. Be able to bring a group exercise to music session to an end</p>	<p>6.1 Allow sufficient time to end the session according to participants' needs</p> <p>6.2 Use cool down activities that are safe and effective for the participants</p> <p>6.3 Give the participants an accurate summary of feedback on the session</p> <p>6.4 Give the participants the opportunity to:</p> <ul style="list-style-type: none"> • reflect on the session • ask questions • provide feedback • identify further needs <p>6.5 Follow the correct procedures for checking and dealing with any equipment used</p> <p>6.6 Leave the environment in a condition acceptable for future use</p>
<p>7. Be able to reflect on providing group exercise to music</p>	<p>7.1 Review the outcomes of working with participants and their feedback</p> <p>7.2 Identify:</p> <ul style="list-style-type: none"> • how well the exercises met participants' needs • how effective and motivational was the relationship with the participants • how well the instructing style matched the participants' needs <p>7.3 Identify how to improve personal practice</p> <p>7.4 Explain the value of reflective practice</p>
<p>8. Be able to support clients taking part in exercise to music</p>	<p>8.1 Present a positive image of self and organisation to clients</p> <p>8.2 Establish an effective working relationship with clients</p> <p>8.3 Communicate with clients in a way that makes them feel valued</p> <p>8.4 Use motivational styles appropriate to the client and the exercise format</p>
<p>Assessment</p>	<p>Summative observed session</p> <p>Session self-evaluation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collect participant information to plan water-based exercise	1.1 Explain the process of informed consent 1.2 Describe different methods to collect client information, to include: <ul style="list-style-type: none"> • questionnaire • interview • observation 1.3 Describe how to determine which method/s of collecting information are appropriate according to the individual 1.4 Explain the principles of screening clients prior to water-based exercise to include the use of the physical activity readiness questionnaire (PARQ)
2. Understand how to use participant information to plan water-based exercise	2.1 Describe the factors, based on client screening, which may affect safe exercise participation 2.2 Give example of how client information affects the planning of water-based exercise 2.3 Identify the reasons for temporary deferral of exercise 2.4 Explain the reasons for referring clients to other professionals
3. Understand how to plan water-based exercise	3.1 Describe how to plan water-based exercise to meet the needs of clients with different objectives 3.2 Identify a range of water-based exercises to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 3.3 Identify the range of equipment used in water-based sessions and their uses 3.4 Describe the correct preparation of the range of equipment used in water-based sessions 3.5 Describe how to plan water-based exercise using circuit formats
4. Understand how to use music to enhance water-based exercise	4.1 Describe how to select the speed and type of music for the participants and phase of the class 4.2 Describe the legal requirements covering the use of music 4.3 Describe the effect of pacing and speed of exercises in an aquatic environment

<p>5. Understand the particular features of the pool environment that affect session planning</p>	<p>5.1 Describe the effect of the use of shallow and deep water when planning water-based sessions</p> <p>5.2 Describe the importance of the following environmental factors when planning sessions:</p> <ul style="list-style-type: none"> • water temperature and depth • humidity • air temperature <p>5.3 Describe the effects of thermoregulation on class structure</p> <p>5.4 Identify the factors to consider when including non-swimmers in a session</p> <p>5.5 Describe specific factors which can affect safety during water-based sessions</p> <p>5.6 Describe how to plan the management of risks during water-based sessions</p>
<p>6. Be able to plan safe and effective water- based exercise</p>	<p>6.1 Identify objectives that are appropriate to:</p> <ul style="list-style-type: none"> • the likely needs and potential of the participants • accepted good practice in the industry • own level of competence <p>6.2 Select water-based exercises that will help clients to develop:</p> <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills <p>6.3 Plan safe and effective water-based exercise to achieve planned objectives for the session</p> <p>6.4 Select a range of exercises that are safe and appropriate for participants and include possible alternatives</p> <p>6.5 Include the use of music where appropriate to the sessions' objectives</p> <p>6.6 Plan realistic timings and sequences</p> <p>6.7 Record plans in an appropriate format</p>
<p>Assessment</p>	<p>Participant Interview Worksheet or Professional Discussion Class Plan Session Plans x 4</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of instructing water-based exercise	1.1 Identify the safe and effective alignment for a range of water-based exercise positions to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • motor skills 1.2 Identify different methods of adapting water-based exercises to ensure appropriate progression and/or regression 1.3 Describe how to break a range of water-based exercises and their movements down to their component parts 1.4 Describe how to develop participant co-ordination by building exercises/movements up gradually 1.5 Describe effective methods of building combinations of movements 1.6 Describe the principles of group behaviour management during water-based sessions 1.7 Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise 1.8 Describe the effect water has on the body for example static and travelling balance, greater range of joint movement, mobility, hyperbaric pressure on the chest 1.9 Describe how water-based exercise can assist injury rehabilitation
2. Be able to prepare self and equipment for water-based exercise	2.1 Prepare self to teach the session 2.2 Provide safe and appropriate equipment sufficient for the participants 2.3 Organise sufficient space for safe exercise performance
3. Be able to prepare participants for water-based exercise	3.1 Help participants to feel welcome and at ease in the pool environment 3.2 Check participants' level of experience, ability and physical/medical condition 3.3 Identify the correct attire for participants 3.4 Explain the purpose and value of the exercises, including warm-up and cool-down 3.5 Explain the agreed exercises, including physical and technical demands 3.6 Confirm or revise plans as appropriate 3.7 Advise participants of the facility's emergency procedures 3.8 Use warm up activities that are safe and effective for the participants 3.9 Advise participants where to position themselves in the pool relevant to their level of experience
4. Be able to instruct water-based exercise	4.1 Give explanations and demonstrations that are technically correct with safe and effective alignment and timing and movement quality of exercise positions that clearly translate to participants in the water 4.2 Communicate as appropriate to participants' needs 4.3 Use volume, pitch and voice projection with or without a microphone 4.4 Provide cueing to enable participants to exercise as appropriate to the session 4.5 Vary the pace and speed of exercise to ensure safety and effectiveness in the water 4.6 Ensure participants exercise safely 4.7 Keep to the timings for the session

<p>5. Be able to improve participant's performance in water-based exercise</p>	<p>5.1 Adopt appropriate positions to observe all participants and respond to their needs</p> <p>5.2 Check that participants can perform the exercises as planned</p> <p>5.3 Use appropriate teaching methods to correct and reinforce technique, including</p> <ul style="list-style-type: none"> • changing teaching positions • asking questions • verbal and visual communication • mirroring <p>5.4 Develop exercises gradually</p> <p>5.5 Provide feedback and instructing points which are timely, clear and motivational</p> <p>5.6 Adapt exercises with suitable progressions and regressions according to participant needs</p>
<p>6. Be able to bring a water-based exercise session to an end</p>	<p>6.1 Allow sufficient time to end the session according to participants' needs</p> <p>6.2 Use cool down activities that are safe and effective for the participants</p> <p>6.3 Give the participants an accurate summary of feedback on the session</p> <p>6.4 Give the participants the opportunity to:</p> <ul style="list-style-type: none"> • reflect on the session • ask questions • provide feedback • identify further needs <p>6.5 Follow the correct procedures for checking and dealing with any equipment used</p> <p>6.6 Leave the environment in a condition acceptable for future use</p>
<p>7. Be able to reflect on providing water-based exercise sessions</p>	<p>7.1 Review the outcomes of working with participants and their feedback</p> <p>7.2 Identify:</p> <ul style="list-style-type: none"> • how well the exercises met participants' needs • how effective and motivational the relationship with the participants was • how well the instructing style matched the participants' needs <p>7.3 Identify how to improve personal practice</p> <p>7.4 Explain the value of reflective practice</p>
<p>8. Be able to support clients taking part in water-based exercise sessions</p>	<p>8.1 Present a positive image of self and organisation to clients</p> <p>8.2 Establish an effective working relationship with clients</p> <p>8.3 Communicate with clients in a way that makes them feel valued</p> <p>8.4 Use motivational styles appropriate to the client and the exercise format</p>
<p>Assessment</p>	<p>Summative observed session</p> <p>Session self-evaluation</p>

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