



Qualification
Guidance

Active IQ Level 2 Award in Instructing Water-based Exercise

Qualification
Accreditation Number:

603/6754/4

Version AIQ005962

Active iQ

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Active IQ Level 2 Award in Instructing Water-based Exercise

Qualification accreditation number: 603/6754/4

Introduction

The Active IQ Level 2 Award in Instructing Water-based Exercise is at Level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	40	Total qualification time:	70
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Entry requirements:

- A suitable Level 2 fitness instructing qualification, for example:
 - Active IQ Level 2 Certificate in Gym Instructing.
 - Active IQ Level 2 Certificate in Group Training.
 - Active IQ Level 2 Certificate in Fitness Instructing.

Or

- Level 2 Swimming Teaching qualification.
- Some experience of water-based exercise is useful.
- The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved, and learners should have basic skills in communication pitched at Level 1.

Qualification outline

Target learners:

- Learners aged 16+.
- Qualified fitness instructors wishing to widen their skills to offer water-based exercise sessions.

Purpose

The purpose of this qualification is to provide learners with the knowledge and skills to be able to plan, prepare and deliver safe and effective group water-based exercise sessions. Learners are given an understanding of the principles of instructing water-based exercise, how the properties of water effect exercise and the additional health and safety requirements for delivering sessions in a water-based environment.

Progression

This qualification provides progression on to:

- Active IQ Level 2 Award in Instructing Circuit Sessions.
- Active IQ Level 2 Award in Instructing Kettlebells.
- Active IQ Level 2 Award in Instructing Studio Cycling.
- Active IQ Level 3 Diploma in Personal Training.
- Active IQ Level 3 Diploma in Health and Fitness.
- Apprenticeships within the active leisure sector.

Links to National Standards

The qualification is underpinned by the overarching professional standards for:

- Group Training.

Occupational competence statements for tutoring, assessing and internally verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

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

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

Assessors

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

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

Internal verifiers

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

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

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

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Qualification structure

Learners must complete the one mandatory unit.

Mandatory units

	Unit	Unit accreditation number	Level	GLH	TQT
1	Planning and instructing water-based exercise sessions	J/618/3446	2	40	70

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Know how to plan a safe and effective water-based exercise session</p>	<p>1.1 Describe the benefits of water-based exercise, to include:</p> <ul style="list-style-type: none"> • the effects of different properties of water • buoyancy and floatation • depth • temperature • resistance – frontal, viscous and eddy • hydrostatic pressure <p>1.2 Identify risks and hazards in the pool environment</p> <p>1.3 Identify how to manage risks and promote safety in the pool environment</p> <p>1.4 Describe the importance of the following environmental factors when planning sessions:</p> <ul style="list-style-type: none"> • water temperature • air temperature • humidity <p>1.5 Describe the effects of thermoregulation on class structure</p> <p>1.6 Identify the factors to consider when including non-swimmers in a session</p> <p>1.7 Recognise a safe and effective session structure</p> <p>1.8 Identify safe and effective exercises for inclusion in a water-based session, to include:</p> <ul style="list-style-type: none"> • shallow water • deep water <p>1.9 Identify equipment that can be used in a water-based session, to include:</p> <ul style="list-style-type: none"> • floats • mitts • water bells • woggles • vests • hydro discs <p>1.10 Identify different ways of using music to plan a water-based session, to include:</p> <ul style="list-style-type: none"> • atmosphere • motivation • speed

Learning outcomes The learner will:	Assessment criteria The learner can:
	<ul style="list-style-type: none"> • genre • lyrics • background layering <p>1.11 Identify appropriate types of music to use for different components of a water-based session, to include:</p> <ul style="list-style-type: none"> • speed/beats per minute (bpm) • rhythm and tempo • genre <p>1.12 Describe the legal requirements of using music</p> <p>1.13 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different participant needs</p> <p>1.14 Describe how to manipulate the properties of water to regress and progress exercises</p> <p>1.15 Describe how to manipulate the properties of water to accommodate different participant needs</p> <p>1.16 Describe the purpose of a warmup and cool down</p> <p>1.17 Describe the purpose and benefits of cardiovascular exercise in a water-based exercise session</p> <p>1.18 Describe the purpose and benefits of muscular fitness exercises in a water-based exercise session</p> <p>1.19 Describe the purpose and benefits of flexibility exercises in a water-based exercise session</p> <p>1.20 Describe appropriate exercises to improve different components of fitness in a water-based exercise session, to include:</p> <ul style="list-style-type: none"> • warm up • cardiovascular • muscular strength and endurance • flexibility • motor skills • cool down <p>1.21 Compare different methods for monitoring exercise intensity for water-based exercise</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Be able to plan a safe and effective water-based exercise session</p>	<p>2.1 Identify and manage risks and hazards that affect safety of the participants and the programme in the exercise environment</p> <p>2.2 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>2.3 Select safe and effective exercises for all components of the session, which meet the participant's needs and ability and group goals</p> <p>2.4 Plan a safe and effective health-related water-based exercise programme to meet participant's needs and incorporate different components of fitness</p> <p>2.5 Include the use of music where appropriate to the sessions' objectives</p> <p>2.6 Plan adaptations and modifications to regress, progress and accommodate different participant's needs</p> <p>2.7 Plan realistic timings and sequence</p> <p>2.8 Record exercises using an appropriate format</p>
<p>3. Understand the principles of instructing water-based exercise</p>	<p>3.1 Identify the safe and effective alignment for a range of water-based exercise positions to develop:</p> <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • motor skills <p>3.2 Describe how to develop participant co-ordination by building exercises/movements up gradually</p> <p>3.3 Describe effective methods of building combinations of movements</p> <p>3.4 Describe the principles of group behaviour management during water-based sessions</p> <p>3.5 Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise</p> <p>3.6 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</p> <p>3.7 Describe how water-based exercise can assist injury rehabilitation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to deliver a safe and effective water-based exercise programme</p>	<p>4.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • greet participant's • build rapport • gather information and check readiness to exercise <p>4.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • when to signpost to a medical professional, • when to defer and • when to allow participation <p>4.3 Use appropriate teaching skills to support to participant's performance, to include:</p> <ul style="list-style-type: none"> • demonstration, mirroring and movement speed • explanation • observation and correction • change of teaching position • teaching points for alignment and use of water • alternatives and adaptations • motivation, praise and encouragement <p>4.4 Use volume, pitch and voice projection with or without a microphone</p> <p>4.5 Provide cueing to enable participants to exercise if appropriate to the session</p> <p>4.6 Instruct a safe and effective warm up for water-based session</p> <p>4.7 Instruct a safe and effective cardiovascular component for a water-based session</p> <p>4.8 Instruct a safe and effective muscular fitness component for a water-based session</p> <p>4.9 Instruct a safe and effective cool down and flexibility component for a water-based session</p> <p>4.10 Explain appropriate health and safety considerations to participants</p> <p>4.11 Monitor exercise intensity</p> <p>4.12 Monitor exercise safety</p> <p>4.13 Adapt or modify exercises as appropriate to accommodate participant's needs</p> <p>4.14 Respond accurately/appropriately to participant's questions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to evaluate own practice	5.1 Gather feedback from participants to review and evaluate practice 5.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participant's needs 5.3 Evaluate the effectiveness of instructional skills for meeting participant's needs 5.4 Evaluate the effectiveness of communication for meeting participant's needs 5.5 Identify ways to improve instructional skills and communication 5.6 Identify ways to improve session content for meeting participant's needs
Assessment	Worksheet Risk assessment Session plan Summative observation Self-evaluation

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