

iUSP176 – Instructing water-based exercise

URN – M/617/5728

Guided Learning Hours: 38

| Learning outcome | Assessment criteria | Taught content to include |
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| LO1 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 | <ul style="list-style-type: none"> • Correct posture • Skeletal alignment |
| | 1.2. Identify different methods of adapting water-based exercises to ensure appropriate progression and/or regression | <ul style="list-style-type: none"> • Identifying different methods of adapting exercise for different types of water-based exercise participants • Alternative exercises • Increasing range of movement • Increasing repetitions • Increasing weights • Increasing duration of exercise • Progress and regress where necessary |
| | 1.3. Describe how to break a range of water-based exercises and their movements down to their component parts | <ul style="list-style-type: none"> • To include demonstrating: <ul style="list-style-type: none"> - Starting positions - Individual exercises/movements - Progressing to full exercises/movements |
| | 1.4. Describe how to develop participant co-ordination by building exercises/movements up gradually | <ul style="list-style-type: none"> • Step by step instructions/demonstration • Add on movements • Teaching points |
| | 1.5. Describe effective methods of building combinations of movements | <ul style="list-style-type: none"> • Individual movements • Combining movements • Adding on movements • Additional movements |

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| | 1.6. Describe the principles of group behaviour management during water-based sessions | <ul style="list-style-type: none"> • Effective programme organisation • Individual attention • Working as a team • Giving clear expectations • Responding rather than reacting • Rewarding positive behaviour • Addressing negative behaviour • Monitoring responses |
| | 1.7. Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise | <ul style="list-style-type: none"> • Buoyancy levels • Body composition – body fat ratio • Body type – mesomorph, endomorph and ectomorph • Lung capacity |
| | 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 | <ul style="list-style-type: none"> • Increased mobility • Resistance of water <ul style="list-style-type: none"> - Frontal resistance - Eddy resistance - Viscous resistance • Propulsive movements <ul style="list-style-type: none"> - Synergistic and opposing muscle movement - Stationary exercising position - Sculling - Hydrostatic pressure • Hyperbaric oxygenation |
| | 1.9. Describe how water-based exercise can assist injury rehabilitation | <ul style="list-style-type: none"> • Support • Reduced pressure • Rehabilitation • Buoyancy • Use of equipment |

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| LO2 Be able to prepare self and equipment for water-based exercise | 2.1. Prepare self to teach the session | <ul style="list-style-type: none"> • Professional work wear e.g., swim wear or polo shirt and clean tidy tracksuit bottoms or shorts, appropriate footwear for pool side • No jewellery except wedding band and stud earrings • No body odour • No bad breath • No perfume |
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| | | <ul style="list-style-type: none"> • No chewing of gum or sucking of sweets • Hair neat, clean and tied back |
| | 2.2. Provide safe and appropriate equipment sufficient for the participants | <ul style="list-style-type: none"> • Clean, hygienic working surroundings and equipment • Sufficient equipment for the number of participants to perform the task • Ensuring all equipment is in safe working order |
| | 2.3. Organise sufficient space for safe exercise performance | <ul style="list-style-type: none"> • Ensuring sufficient space between participants • No over crowding |

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| LO3 Be able to prepare participants for water-based exercise | 3.1. Help participants feel welcome and at ease in the pool environment | <ul style="list-style-type: none"> • Encourage the participants to relax and enjoy themselves • Encourage participants to express their feelings/requirements • Participants comfort and satisfaction must be checked throughout the session with the use of verbal and non-verbal communication • Note participants' reactions and make appropriate adjustments |
| | 3.2. Check participants' level of experience, ability and physical/medical condition | <ul style="list-style-type: none"> • Checking with the participant that the information on the PAR-Q is correct • Ensuring the participant gives sufficient detail regarding their health and background and realises the importance of gaining GPs permission in the relevant circumstances • Checking contra-indications • Checking participants' ability |
| | 3.3. Identify the correct attire for participants | <ul style="list-style-type: none"> • Appropriate comfortable swim wear with swimming hat if necessary • Hair tied back if long |
| | 3.4. Explain the purpose and value of the exercises, including warm-up and cool-down | <ul style="list-style-type: none"> • Procedures • Benefits and effects |
| | 3.5. Explain the agreed exercises, including physical and technical demands | <ul style="list-style-type: none"> • Determining agreed exercises • Teaching points • Muscles used • Skeletal alignment • Speed of movement • Alternative ways of getting the same results |
| | 3.6. Confirm or revise plans as appropriate | <ul style="list-style-type: none"> • Reflection of original plans • Revising original plans • Evaluating revised plans |

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| | 3.7. Advise participants of the facility's emergency procedures | <ul style="list-style-type: none"> • First aiders • Fire safety/evacuation procedures |
| | 3.8. Use warm up activities that are safe and effective for the participants | <ul style="list-style-type: none"> • Individual fitness levels • Individual range of movement • Increase of heart rate • Increase of temperature • Speed of activity • Skeletal alignment • Care when using equipment |
| | 3.9. Advise participants where to position themselves in the pool relevant to their level | <ul style="list-style-type: none"> • Participants' height • Participants' ability • Participants' overall experience • Swimmer/non-swimmer • Shallow/deep end |

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| LO4 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 | <ul style="list-style-type: none"> • Aims and objectives • Exercises • Balance of the lesson • Teaching points • Ensuring participants have a good understanding as to how to maintain good posture throughout the class • The use of appropriate teaching methods and skills to include: <ul style="list-style-type: none"> - Verbal - Non-verbal - Understandable terminology - Group management skills - Creativity - Improvisation/adaptability |
| | 4.2. Communicate as appropriate to participants' needs | <ul style="list-style-type: none"> • Precise explanations • Teaching points • Change of teaching position • Observation from different angles • Visual previews (rehearsals) • Asking for feedback |
| | 4.3. Use volume, pitch and voice projection with/without a microphone | <ul style="list-style-type: none"> • Methods of voice projection |

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| | | <ul style="list-style-type: none"> • Effective use of volume and pitch – clarity of voice and encouragement |
| | 4.4. Provide cueing to enable participants as appropriate to the session | <ul style="list-style-type: none"> • Effective cueing – verbal, visual, counting and pre-cueing |
| | 4.5. Vary the pace and speed of exercise to ensure safety and effectiveness in the water | <ul style="list-style-type: none"> • Structure of music – beats, phrases, verse/chorus repeating patterns • Suitability of speed and type of music • Advantages and disadvantages of different types of music for different elements of the session • Volume • Changing the type of exercises to suit the fitness of the participant(s) as improvement is made |
| | 4.6. Ensure participants exercise safely | <ul style="list-style-type: none"> • Making sure participants enter and exit the water safely • Ensuring continuous visual contact is maintained • Ensuring methods/movements to maintain or regain balance in the water • Thermoregulation • Establishing experience and level of fitness of participant(s) • Identifying new participant(s) • Understanding all physical and technical demands of the session • Ensuring participant(s) are exercising safely |
| 4.7. Keep to the timings for the session | <ul style="list-style-type: none"> • Keeping within specified time frame | |
| LO5 Be able to improve participants' performance in water-based exercise | 5.1. Adopt appropriate positions to observe all participants and respond to their needs | <ul style="list-style-type: none"> • Pool side/deck • In the pool • Changing teaching positions • Visual (body language) • Verbal cues (precise explanation) • Teaching points • Observation from different angles • Visual previews (rehearsals) |
| | 5.2. Check that participants can perform the exercises as planned | <ul style="list-style-type: none"> • Observation of participants • Use the principle of reinforcement |
| | 5.3. Use appropriate teaching methods to correct and reinforce technique, including: | <ul style="list-style-type: none"> • Teaching from different sides of the pool • Observation of participants |

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| | <ul style="list-style-type: none"> • Changing teaching positions • Asking questions • Verbal and visual communication • Mirroring | <ul style="list-style-type: none"> • Offering frequent reminders of correct posture and joint alignment • Teaching points • Telling participants and pointing to which muscles they should feel working • Asking for feedback for monitoring performance • Offering alternative exercises, advice on how to perform each activity in the water for maximal effectiveness • Mirroring |
| | <p>5.4. Develop exercises gradually</p> | <ul style="list-style-type: none"> • Check participant(s) are following instructions properly and performing exercises correctly • Use of the principle of reinforcement • Mirror imaging • Demonstrate exercises by breaking down movements to their component parts • Giving alternative exercises for the less/more able participant(s) within the class |
| | <p>5.5. Provide feedback and instructing points which are timely, clear and motivational</p> | <ul style="list-style-type: none"> • Teaching points • Clear communication • Communicate with participants in a way that makes them feel valued • Use motivational styles appropriate to the participants and the exercise format • Alternative exercises • Use of the principle of reinforcement • Evaluate the designated exercises and alter if necessary • Check participant(s) are following instructions properly and performing exercises correctly • Outcomes achieved • Effectiveness of the session |
| | <p>5.6. Adapt exercises with suitable progressions and regressions according to participants' needs</p> | <ul style="list-style-type: none"> • Changing the type of exercises to suit the fitness of the participant(s) as improvement/regression is made • Motivational level • Accept participants' learning curves |

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| LO6 Be able to bring a water-based session to an end | 6.1. Allow sufficient time to end the session according to participants' needs | <ul style="list-style-type: none"> • Stretch/cool down • Encourage feedback from the participants |
| | 6.2. Use cool down activities that are safe and effective for the participants | <ul style="list-style-type: none"> • Heart rate • Stretch • Use of cool down activities |
| | 6.3. Give the participants an accurate summary of feedback on the session | <ul style="list-style-type: none"> • Outcomes achieved • Effectiveness of the programme • Changes in the routines • Summary of session |
| | 6.4. Give the participants the opportunity to: <ul style="list-style-type: none"> • Reflect on the session • Ask questions • Provide feedback • Identify further needs | <ul style="list-style-type: none"> • Feedback • Meeting the goals for the session • Effectiveness of the session • Encourage rapport • Identifying ways to improve the session • Discuss evaluation with appropriate colleague • Reflective practice |
| | 6.5. Follow the correct procedures for checking and dealing with any equipment used | <ul style="list-style-type: none"> • Hygiene and sterilisation of equipment • Equipment is checked and the correct procedures are adhered to for reporting damage • Safe storage of equipment |
| | 6.6. Leave the environment in a condition acceptable for future use | <ul style="list-style-type: none"> • Health and safety • Leave the area in an acceptable condition for future sessions • Equipment cleaned and stored correctly |

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| LO7 Be able to reflect on providing water-based sessions | 7.1. Review the outcomes of working with participants and their feedback | <ul style="list-style-type: none"> • Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation and reflection of the session |
| | 7.2. Identify: <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 | <ul style="list-style-type: none"> • Encourage rapport with the participants • Feedback from the participants • Identifying ways to improve the session • Accept participants' learning curves, explain any changes to the programme and agree with participants goals/preferences/abilities for the new programme |
| | 7.3. Identify how to improve personal practice | <ul style="list-style-type: none"> • Communication skills |

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| | | <ul style="list-style-type: none"> • Listening skills • Planning of session • Approach to sessions and participants • Voice volume and intonation • Clarity of instructions • Demonstration of exercises • Positioning of self • Monitoring participants' performance • Reflective practice • Evaluation • Training • Motivational skills • CPD |
| | 7.4. Explain the value of reflective practice | <ul style="list-style-type: none"> • Define reflective practice • Critically compare differing theories of reflective practice • Personal growth • Self-awareness • Identify strengths and remove limitations • Identify lifelong learning opportunities |
| LO8 Be able to support clients taking part in water-based exercise sessions | 8.1. Present a positive image of self and organisation to clients | <ul style="list-style-type: none"> • Professional work wear e.g., swim wear or polo shirt and clean tidy tracksuit bottoms or shorts, appropriate footwear for pool side • No jewellery except a wedding band and stud earrings • No body odour • No bad breath • No perfume • No chewing of gum or sucking of sweets • Hair neat, clean and tied back – not on the collar or face |
| | 8.2. Establish an effective working relationship with clients | <ul style="list-style-type: none"> • Only working within their own parameters and professional boundaries • Not making false claims regarding water-based exercise • Understanding when to refer participants to others |
| | 8.3. Communicate with clients in a way that makes them feel valued | <ul style="list-style-type: none"> • Explain the rationale, method and benefits of the Physical Activity Readiness Questionnaire (PAR-Q) • Ensuring the correct information is taken |

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| | | <ul style="list-style-type: none"> • Ensuring that the participant gives sufficient detail regarding their health and background and realises the importance of gaining GPs or other medical permission in the relevant circumstances • Ensuring that the participant feels able to confide in the instructor where necessary • Ensuring that the participant feels secure in the knowledge that any discussion is confidential • Ensuring that the participant signs the Physical Activity Readiness Questionnaire (PAR-Q) • Offering encouragement • Speaking to the client as an equal • Showing respect • Asking appropriate questions throughout the session |
| | 8.4. Use motivational styles appropriate to the client and the exercise format | <ul style="list-style-type: none"> • Structure realistic expectations • Participants' preferences, needs, habits and history • Provide a programme to suit the participant(s) particular objectives • Set appropriate goals • Provide alternative exercises • New techniques • New machinery • New training methods |

| Assessment | |
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| Internal practical test | Containing 2 practical performances |
| Portfolio of evidence | |

| Guide to taught content |
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| The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes. |

Document History

| Version | Issue Date | Changes | Role |
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| v1 | 13/08/2019 | First published | Qualifications and Regulation Co-ordinator |