

Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

Unit title: iUSP176 – Instructing water-based exercise

Total contact tuition hours proposed: 38

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	<ul style="list-style-type: none"> College rules and regulations College mission statement VTCT (ITEC) rules and regulations Health & safety Timetable Dates – holidays etc. Syllabus Recommended books 	<ul style="list-style-type: none"> Lecture Q&A Using all the documents listed to ensure the students understand the college expectations and their commitment to the course 	
1. Understand the principles of instructing water-based exercise			
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 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test Performance Evidence/PARQ 	4
Identify different methods of adapting water-based exercises to ensure	<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 		

appropriate progression and/or regression	<ul style="list-style-type: none"> Increasing repetitions Increasing weights Increasing duration of exercise Progress and regress where necessary 		
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: Starting positions Individual exercises/movements Progressing to full exercises/movements 		
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 		
Describe effective methods of building combinations of movements	<ul style="list-style-type: none"> Individual movements Combining movements Adding on movements Additional movements 		
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 		
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 		
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 – frontal resistance, eddy resistance, viscous resistance Propulsive movements – synergistic and opposing muscle movement, stationary exercising position, sculling, hydrostatic pressure Hyperbaric oxygenation 		

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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2. Be able to prepare self and equipment for water-based exercise			
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 • No chewing of gum or sucking of sweets • Hair neat, clean and tied back 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Lesson Plan • Pool Equipment • Pool Environment 	4
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 		
Organise sufficient space for safe exercise performance	<ul style="list-style-type: none"> • Ensuring sufficient space between participants • No over crowding 		

3. Be able to prepare participants for water-based exercise			
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 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Lesson Plan • Pool Equipment • Pool Environment 	4
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 PARQ 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 contraindications • Checking participants' ability 		
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 		

Explain the purpose and value of the exercises, including warm-up and cool-down	<ul style="list-style-type: none"> • Procedures • Benefits and effects 		
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 		
Confirm or revise plans as appropriate	<ul style="list-style-type: none"> • Reflection of original plans • Revising original plans • Evaluating revised plans 		
Advise participants of the facility's emergency procedures	<ul style="list-style-type: none"> • First aiders • Fire safety/evacuation procedures 		
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 		
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 		

4. Be able to instruct water-based exercise			
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 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Lesson Plan • Pool Equipment • Pool Environment • Music 	10
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 		
Use volume, pitch and voice projection with/without a microphone	<ul style="list-style-type: none"> • Methods of voice projection • Effective use of volume and pitch – clarity of voice and encouragement 		
Provide cueing to enable participants as appropriate to the session	<ul style="list-style-type: none"> • Effective cueing – verbal, visual, counting and pre-cueing 		
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 		
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 		

Keep to the timings for the session	<ul style="list-style-type: none"> Keeping within specified time frame 		
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5. Be able to improve participants' performance in water-based exercise			
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) 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test Performance Evidence/PARQ Lesson Plan Pool Equipment Pool Environment 	4
Check that participants can perform the exercises as planned	<ul style="list-style-type: none"> Observation of participants Use the principle of reinforcement 		
Use appropriate teaching methods to correct and reinforce technique, including: <ul style="list-style-type: none"> Changing teaching positions Asking questions Verbal and visual communication Mirroring 	<ul style="list-style-type: none"> Teaching from different sides of the pool Observation of participants 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 		
Develop exercises gradually	<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 		
Provide feedback and instructing points which are timely, clear and motivational	<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 		

	<ul style="list-style-type: none"> • Outcomes achieved • Effectiveness of the session 		
Adapt exercises with suitable progressions and regressions according to participants' needs	<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 		

6. Be able to bring a water-based session to an end			
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 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Lesson Plan • Pool Equipment • Pool Environment 	4
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 		
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 		
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 		
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 		
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 		

7. Be able to reflect on providing water-based sessions			
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 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ 	4
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 		
Identify how to improve personal practice	<ul style="list-style-type: none"> • Communication skills • 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 		
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 		

8. Be able to support clients taking part in water-based exercise sessions			
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 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test Performance Evidence/PARQ 	4
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 		
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 (PARQ) Ensuring the correct information is taken 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 (PARQ) Offering encouragement Speaking to the client as an equal Showing respect Asking appropriate questions throughout the session 		
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 		

Document History

Version	Issue Date	Changes	Role
v1	27/09/2019	First published	Qualification Administrator