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: iUSP168 – Planning water based exercise

Total contact tuition hours proposed: 26

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
	• College rules and regulations • College mission statement • ITEC rules and regulations • Health & Safety • Timetable • Dates – holidays etc. • Syllabus • Recommended books	• Lecture • Q&A • Using all the documents listed to ensure the students understand the college expectations and their commitment to the course	
1. Understand how to collect participant information to plan water-based exercise			
Explain the process of informed consent	• Ensuring the participant realises that the only reason information would be disclosed would be to ascertain permission to proceed with water-based exercise from a GP or other medically trained practitioner • Issue of consent • Any appropriate legislation e.g., Data Protection Act • Confidentiality	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ	5
Describe different methods to collect client information, to include: • Questionnaire • Interview • Observation	• Good communication skills and barriers to effective communication • Demonstrate appropriate body language at all times • Trust • Professionalism, confidence and enthusiasm • Confidentiality		

	• PARQ test • Ensuring the correct information is taken from the participant • Ensuring the participant gives sufficient detail regarding their health and background and realises the importance of gaining GP's permission in the relevant circumstances		
Describe how to determine which method/s of collecting information are appropriate according to the individual	• Private comfortable area • Positive body language • Positioning of the participant (no barriers between themselves and participant) • Ensuring the participant feels able to confide in the exercise teacher where necessary • Discussion • PARQ test		
Explain the principles of screening clients prior to water-based exercise to include the use of the physical activity readiness questionnaire (PARQ)	• Professionalism, confidence and enthusiasm • Confidentiality • Participant's lifestyle • Participant's profile • Medical history • Current health status • Any physical needs • Exercise history, preferences, fitness • Any contra-indications to the session • Participant's personal goals e.g., healthy eating, weight loss, weight gain, improved fitness/flexibility etc. • The importance of planning a session bearing in mind the participant's religious, moral and social belief • Determining the nature and extent of the participant's needs • Agreement to the aims of the programme • Where applicable clarify with the participant's information which may be available to others, e.g., relevant health care workers • Obtain the participant's signature		

2. Understand how to use participant information to plan water-based exercise

Describe the factors based on client screening, which may affect safe exercise participation	• Any recent injuries including fractures, strains, sprains, ruptures or tears • Heart conditions or any history of heart disease • High blood pressure unless medical permission has been granted • Any acute fevers including influenza, glandular fever, common cold, etc. • Any inflammatory joint conditions including arthritis, rheumatoid arthritis, osteoarthritis • Any neurological disorders including strokes, multiple sclerosis unless medically supervised • Any undiagnosed illness	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ	4

	• Any musculo-skeletal problems including joint or back pain
	• Any pain and soreness in muscles caused by trauma or injury
	• Pregnancy – medical permission must be sought before continuing
	• After a heavy meal or under the influence of alcohol
	• If over-tired or exhausted
	• If under the influence of pain-killing drugs
	• If there has been any difficulty with exercise in the past
	• For people over the age of 50 a medical check-up should be sought before starting an exercise programme or anybody with the following conditions:
	  - Obese people
	  - History of heart problems in the immediate family
	  - Hypertensives
	  - Diabetics unless medical permission is sought
	  - Any history of lung problems including asthma, bronchitis, emphysema
	  - Smokers
	  - Skin infections or open wounds		

Give examples of how client information affects the planning of water-based exercise	• Exercises are appropriate to individual's needs • Fitness goals • Ability of participant • Health of individual		
Identify the reasons for temporary deferral of exercise	• Only working within their own parameters and professional boundaries • Injuries • Any health related issues		
Explain the reasons for referring clients to other professionals	• Understanding when to refer participants to others • Understanding when a participant may be contra-indicated to water-based exercise and at what point GP's permission should be sought • Referral procedures		

3. Understand how to plan water-based exercise			

Describe how to plan water-based exercise to meet the needs of clients with different objectives	• Target audience
	  - Beginner/inexperienced
	  - Over 50/60
	  - Overweight
	  - Unfit
	  - Teenager
	  - Pregnancy
	  - Post-natal
	  - Stress
	  - Arthritic
		• Whiteboard
		• Lecture
		• Q&A
		• Handout
		• Homework
		• Test
		• Performance Evidence/PARQ
		• Lesson Plan
			4

	- Asthmatic - High blood pressure • Pool design • Type of water-based exercise class • Session duration • Intensity of session • Equipment needed • Speed of movement • Alternative exercises

Identify a range of water-based exercises to develop:
• Cardiovascular fitness
• Muscular fitness
• Flexibility
• Motor skills
	• Warm up/cool down
	• Water walking
	• Circuit
	• Cardiovascular/aerobic
	• Muscular strength, condition and endurance
	• Resistance
	• Flexibility/stretch
	  - Static/passive
	  - Pre and post exercise
	  - Dynamic/ballistic
	  - Benefits of stretching
	• Motor skills

Identify the range of equipment used in water-based sessions and their uses	• Buoyancy belts and belt hitch • Tubes/woggles • Water belts and ankle cuffs • Hand paddles • Floats/pull buoy • Fins • Circuit training cards

Describe the correct preparation of the range of equipment used in water-based sessions	• Condition of weights and apparatus
	  - Clean
	  - Stored neatly away from the working area
	• Ensuring all equipment is in safe working order
	• There is sufficient equipment for the number of participants

Describe how to plan water-based exercise using circuit formats	• Aims and objectives • Warm up and cool down exercises • Reasons why these are important • Teaching points • Muscles used

	• Stretches - Reasons why - Teaching points - Dynamic stretches during warm up - Developmental stretches - Static • Use of circuit cards		

4. Understand how to use music to enhance water-based exercise

Describe how to select the speed and type of music for the participants and phase of the class	• Selecting music for the age range and lifestyle of the participant(s) • Time of the year • Speed of the music – rhythm, beat and tempo - Type of exercise • Structure of music - Beats - Phrases - Repeating patterns • Suitability of speed and type of music - Advantages and disadvantages of different types of music for different elements of the session	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Music	4
Describe the legal requirements covering the use of music	• Copyright, Designs and Patents Act 1988 • (PPL) Phonographic Performance Ltd		
Describe the effect of pacing and speed of exercises in an aquatic environment	• Beat and phrasing • Exercise modes • Speed of movement in water		

5. Understand the particular features of the pool environment that affect session planning

Describe the effect of the use of shallow and deep water when planning water-based sessions	• Different types of pools • Ideal water depth • Safety considerations to be made when working in a pool with constant water depth, changing water depth, sloping floor, deep water • Exercises which can be used in the shallow end • Exercises which can be used in the deep end • Exercises which can be used in the shallow and deep ends	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Lesson Plan • Risk Assessment	4
Describe the importance of the following	• Shallow water, constant water depth, changing water depth, sloping floor, deep water • Water temperatures including hydrotherapy pools		

environmental factors when planning sessions: • Water temperature and depth • Humidity • Air temperature	• Humidity • Air temperature • Buoyancy • Resistance • Methods of increasing/lowering intensity related to the properties of water e.g., increased surface area, speed of movement		
Describe the effects of thermoregulation on class structure	• Water temperature affecting the body • Body composition • Maintenance of body temperature		
Identify the factors to consider when including non-swimmers in a session	• Positioning of participant in pool • Floatation aids		
Describe specific factors which can affect safety during water-based sessions	• Confidence of the swimmers • Whether participants are fit or unfit • Different age groups • People with specialist requirements • Depth of pool • Health and safety requirements for the pool and it's environment		
Describe how to plan the management of risks during water-based sessions	• Identifying any likely hazards and assess the risks of these hazards • Ensuring the risks are minimal and to an acceptable level • Identifying any new risks during the session and take action to manage • Keeping records of maintenance up to date • Making suggestions and obtaining advice from relevant authorities to improve health and safety • Safe manual handling techniques • Risk assessment		

6. Be able to plan safe and effective water-based exercise			
Identify objectives that are appropriate to: • The likely needs and potential of the participants • Accepted good practice in the industry	• Aims and objectives • Activities • Problem areas • Likes and dislikes • Effectiveness and variety of movements • Any change in demand from participant • Any changes needed to enhance the programme • Whether routine meets with the participant's needs and expectations	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ	5

• Own level of competence	• Industry codes of practice • Organisations' policies and procedures • Own ability • Client confidence and ability	• Lesson Plan	
Select water-based exercises that will help clients to develop: • Cardio-vascular fitness • Muscular fitness • Flexibility • Motor skills	• Stamina • Resistance • Stretching – static and active • Passive, ballistic and dynamic stretching • Agility • Balance • Speed • Co-ordination		
Plan safe and effective water-based exercises to achieve planned objectives for the session	• Health and safety policies • Environment • Use of the principle of reinforcement • Mirror imaging • Aims and objectives • Lesson plans • Evaluation		
Select a range of exercises that are safe and appropriate for participants and include possible alternatives	• Warm up/cool down • Aerobic • Stretch/flexibility • Range of exercises • Alternative exercises		
Include the use of music where appropriate to the session's objectives	• Beat • Phase • Continuous play • Verse/chorus		
Plan realistic timings and sequences	• Instruction • Activity • Discussion • Client availability, time constraints and frequency		
Record plans in an appropriate format	• Aims and objectives • Lesson plan • Different choreography • Timings		

	• Music used • Equipment required • Evaluation • Recording of evidence		

Document History

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