



Qualification
Specification

Active IQ Level 2 Technical Specialist in Instructing Water-based Exercise (Award)

Qualification
Accreditation Number:
610/4554/8
Version AIQ006716

Active iQ

Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.

Active IQ Level 2 Technical Specialist in Instructing Water-based Exercise (Award)

Qualification accreditation number: 610/4554/8

Introduction

The Active IQ Level 2 Technical Specialist in Instructing Water-based Exercise (Award) is at level 2 on the Regulated Qualifications Framework (RQF). This qualification has been approved by IfATE, Ofqual and DfE to be recognised as an Additional Specialist Technical Qualification. This qualification builds on the outcomes within an occupational standard and enables an individual to specialise in an occupation having achieved the specialist qualification in addition to their attainment of outcomes set out in the standard.

Guided learning hours:	45	Total qualification time:	70
-------------------------------	----	----------------------------------	----

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.

And

- 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 2.

Qualification outline

Target learners:

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

Purpose

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

This qualification includes the essential knowledge and skills that are needed to meet the requirements of the physical activity sector's minimum standards for deployment.

Learners who achieve this qualification will:

Understand:

- The legal and professional requirements for water-based exercise.
- The skills, motivation and behaviours needed when delivering a water-based exercise session.
- The key considerations of water-based exercise.
- The use of music in a water-based exercise session.
- The principles of instructing water-based exercise.

Have demonstrated:

- How to plan a safe and effective water-based exercise session.
- How to instruct a safe and effective water-based exercise session.
- How to evaluate own practice.

Progression

This qualification provides progression to:

- Active IQ Level 2 Technical Specialist in Instructing Circuit Training (Award).
- Active IQ Level 2 Technical Specialist in Instructing Kettlebell Training (Award).
- Active IQ Level 2 Technical Specialist in Instructing Studio Cycling (Award).
- Active IQ Level 3 Technical Occupational Entry in Personal Training (Diploma).
- Active IQ Level 3 Technical Specialist in Sports Massage Therapy (Diploma).
- Apprenticeship in Personal Training.

Links to National Standards

There are links to:

- The Leisure Team Member Apprenticeship standard (ST0390).
- The Community Activator Coach Apprenticeship standard (ST0478).
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Occupational competence statements for tutors, assessors and internal verifiers

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.

Active IQ Level 2 Technical Specialist in Instructing Water-based Exercise (Award)

Qualification accreditation number: 610/4554/8

Qualification structure

Learners must complete the mandatory unit.

Unit	Unit accreditation number	Level	GLH	TQT	
1	Planning and instructing water-based exercise	L/650/8806	2	45	70

Assessment Design

The assessments for the Active IQ Level 2 Technical Specialist in Instructing Water-based Exercise (Award) have been designed to ensure they are valid, fit for purpose and meet the requirements of a technical specialist qualification. We have focused on the reliability and validity of the assessments, to ensure that a learner who successfully completes this qualification is well placed to secure employment in roles related to this standard.

The assessments for this Additional Specialist Technical Qualification consist of the following:

Assessment	Assessment component title	Assessment method	Unit
1	Legal and professional requirements for water-based exercise	Knowledge assessment	Unit 1: Planning and instructing water-based exercise
2	Skills, motivation and behaviours needed when delivering a water-based exercise session		
3	Key considerations of planning and instructing water-based exercise		
4	The use of music in a water-based exercise session		
5	Principles of instructing a water-based exercise session		
6	Planning a safe and effective water-based exercise session	Assignment	
7	Instructing a safe and effective water-based exercise session	Observation and questioning	
8	Evaluating own practice	Assignment	

Assessment methods

The following lists the assessment methods used in this qualification, with a description of how they are intended to work.

- **Knowledge assessment**

The knowledge assessments use a range of different question types to assess the learner's cognitive abilities, retention of knowledge and factual recall. The different types of questions include multiple choice, short essays, drag and drop into text and scenario-/video-based questions and answers. The different question types give learners an opportunity to demonstrate achievement in a range of different contexts, allowing learners to apply their knowledge in real-life scenarios linked to the qualification's purpose. Each knowledge assessment has a minimum pass mark of 70%.

- **Assignment**

These assessments use clearly constructed briefs/tasks and associated marking schemes to assess learners' cognitive abilities and/or practical competencies.

This assessment method allows learners to demonstrate problem solving, analytical, research and planning skills. Each assignment has a minimum pass mark of 80% against a pre-set mark scheme.

- **Observation and questioning**

An observation assesses the learner's competence, skills and behaviour through the application of knowledge. This assessment method will also provide an opportunity for the learner to be assessed holistically across the standard.

The focus of the questioning will be on the knowledge, skills and behaviours that are assessed within the observation and in particular on criteria that the learner was unable to demonstrate competence in due to them not occurring naturally. Questions may also be on criteria that have been partially demonstrated during the observation. The purpose of the questions and answers session is not to re-assess criteria that the learner did not achieve as a result of not being competent.

The performance observed and responses to questions will be assessed holistically as part of this assessment method. This assessment is a valid way to assess the learner's knowledge, skills and behaviours in a real-life context, and suitably prepares the learner for the role and demands of a technical specialist in instructing water-based exercise. Observations are either pass or refer against set criteria.

Grading

To achieve this qualification, learners must achieve a pass in all of the assessments.

The overall grade for this qualification is **Pass/Refer**.

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the legal and professional requirements for water-based exercise	1.1 Describe the legal and ethical responsibilities of a water-based instructor 1.2 Explain the personal insurance requirements of a water-based instructor 1.3 Outline the health, safety and insurance requirements when hiring venues or facilities 1.4 Explain the term 'duty of care' relating to the health and safety of self and others 1.5 Explain the licensing requirements of a water-based instructor, for example, music brands	Legal and ethical responsibilities may include: <ul style="list-style-type: none"> • Screening • Recording information • Record-keeping • Client confidentiality
2. Understand the skills, motivation and behaviours needed when delivering a water-based session	2.1 Identify ways that a water-based instructor can help customers have a positive exercise experience 2.2 Identify ways that a water-based instructor can build social support and inclusion within a group environment 2.3 Explain the physical abilities and coaching skills that are beneficial for delivering a water-based session	Positive exercise experience may include: <ul style="list-style-type: none"> • Building a rapport • Motivation and enthusiasm • Communication skills Physical abilities and coaching skills may include: <ul style="list-style-type: none"> • Sufficient level of fitness • Good movement awareness • Broad exercise technique knowledge • Group training management • Structured and organised • Motivational and encouraging

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Understand the key considerations when planning and instructing water-based exercise	3.1 Describe the benefits of water-based exercise 3.2 Identify risks and hazards in the pool environment 3.3 Identify how to manage risks and promote safety in the pool environment 3.4 Describe the effects of thermoregulation on class structure 3.5 Identify the factors to consider when including non-swimmers in a session 3.6 Describe the importance of environmental factors when planning a water-based session	The benefits of water-based exercise may include, <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 • can assist injury rehabilitation Environmental factors may include, <ul style="list-style-type: none"> • water temperature • air temperature • humidity Water-based sessions may include, <ul style="list-style-type: none"> • shallow water • deep water

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>4. Understand how music can be incorporated into water-based exercise</p>	<p>4.1 Identify different ways of using music to plan a water-based session</p> <p>4.2 Identify appropriate types of music to use for different components of a water-based session</p> <p>4.3 Describe the legal requirements of using music</p> <p>4.4 Describe how to use a head mic, where appropriate</p>	<p>Different ways of using music may include,</p> <ul style="list-style-type: none"> • atmosphere • motivation • speed • genre • lyrics • background layering <p>Appropriate types of music may include,</p> <ul style="list-style-type: none"> • speed/beats per minute (bpm) • rhythm and temp • genre <p>Use a head mic may include:</p> <ul style="list-style-type: none"> • Correct set-up • Management of voice projection • Appropriate volume

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Understand the principles of instructing water-based exercise	5.1 Identify the safe and effective alignment for a range of water-based exercise positions that develop different components of fitness 5.2 Describe how to develop participant co-ordination by building exercises/movements up gradually 5.3 Describe how to use the properties of water to regress and progress exercises to accommodate participant needs 5.4 Describe effective methods of building combinations of movements 5.5 Describe the principles of group behaviour management during water-based sessions 5.6 Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise 5.7 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 5.8 Compare different methods for monitoring intensity during a water-based exercise session	A range of water-based exercise positions that develop different components of fitness may include, <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • motor skills Different methods of monitoring intensity may include, <ul style="list-style-type: none"> • heart rate • talk test • RPE/Borg • observation

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>6. Be able to plan a safe and effective water-based session</p>	<p>6.1 Identify and manage risks and hazards that affect safety of the participants and the programme in the exercise environment</p> <p>6.2 Identify session objectives that are appropriate</p> <p>6.3 Identify and select safe and effective exercises for all components of the session, which meet the participant's needs and ability and group goals</p> <p>6.4 Plan a safe and effective water-based session to meet participant's needs and incorporate different components of fitness</p> <p>6.5 Identify the purpose and benefits of each component of a safe and effective water-based session</p> <p>6.6 Identify equipment that can be used in a water-based session</p> <p>6.7 Include the use of music where appropriate to the sessions' objectives</p> <p>6.8 Plan adaptations and modifications to regress, progress and accommodate different participant's needs</p> <p>6.9 Plan realistic timings and sequence</p> <p>6.10 Record exercises using an appropriate format</p>	<p>Objectives may include,</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>Different components of fitness may include,</p> <ul style="list-style-type: none"> warm up cardiovascular muscular strength and endurance flexibility motor skills cool down <p>Purpose and benefits of each component must include,</p> <ul style="list-style-type: none"> Warm up and cool down Cardiovascular exercise Muscular fitness exercise Flexibility exercise <p>Equipment may include,</p> <ul style="list-style-type: none"> floats mitts water dumbbells woggles/noodles vests hydro discs

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
<p>7. Be able to instruct a safe and effective water-based exercise programme</p>	<p>7.1 Use appropriate communication skills to:</p> <ul style="list-style-type: none"> • Greet participants • Build a rapport • Gather information and check readiness to exercise <p>7.2 Provide appropriate advice and guidance in response to information gathered</p> <p>7.3 Explain appropriate health and safety considerations to participants</p> <p>7.4 Use appropriate teaching skills to support to participant's performance</p> <p>7.5 Use volume, pitch and voice projection with or without a microphone</p> <p>7.6 Provide cueing to enable participants to exercise if appropriate to the session</p> <p>7.7 Instruct a safe and effective water-based session</p> <p>7.8 Monitor exercise safety and intensity</p> <p>7.9 Adapt or modify exercises as appropriate to accommodate participant's needs</p> <p>7.10 Respond accurately/appropriately to participant's questions</p>	<p>Appropriate communication skills may include,</p> <ul style="list-style-type: none"> • active listening • non-verbal communication • verbal communication <p>Appropriate advice and guidance may include,</p> <ul style="list-style-type: none"> • when to signpost to a medical professional, • when to defer and • when to allow participation <p>Appropriate teaching skills may include,</p> <ul style="list-style-type: none"> • demonstration • mirroring • 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>Safe and effective water-based session must include,</p> <ul style="list-style-type: none"> • warm up • cardiovascular component • muscular fitness component • cool down • flexibility

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
8. Be able to evaluate own practice	8.1 Gather feedback from participants to review and evaluate practice 8.2 Evaluate the safety and effectiveness of the session 8.3 Identify ways to improve instructional skills and communication 8.4 Identify ways to improve session content for meeting participant's needs	Safety and effectiveness of the session must include: <ul style="list-style-type: none"> • Session structure • Selected exercises and equipment • Instructional skills • Communication
Assessment Knowledge assessments Assignments Observation and questioning		

FOR OFFICE USE ONLY

VERSION NUMBER	DATE	NOTES
AIQ006713	14/08/2024	DOCUMENT PUBLISHED
AIQ006716	22/11/2024	MOVED ASSESSMENT CRITERIA 3.7 TO LEARNING OUTCOME 5 AND ASSESSMENT CRITERIA 3.8 TO LEARNING OUTCOME 6 FOR CLARITY (PAGES 9, 11, 12)

Active

Quorum Park
Q6 Benton Lane
Newcastle upon Tyne
NE12 8BT



T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk



Active IQ wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints. Reproduction of this publication is prohibited unless authorised by Active IQ Ltd. No part of this document should be published elsewhere or reproduced in any form without prior written permission.