

Plan and prepare water-based exercise

Overview

This standard is about planning and preparing water-based (aqua) exercise for apparently healthy adults.

This main outcomes of this standard are:

1. collect and analyse information
2. plan safe and effective water-based exercise
3. prepare self and equipment for water-based exercise

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for instructors who plan, instruct and review water-based exercise sessions.

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Performance criteria

You must be able to: **Collect and analyse information**

1. collect the **information** you need to plan water-based exercise in accordance with **legal and organisational procedures**
2. analyse the **information** and identify the implications for water-based exercise
3. refer any **participants** whose needs and potential you cannot meet to **other professionals**
4. maintain confidentiality, following **legal and organisational procedures**

Plan safe and effective water-based exercise

5. identify **objectives** that meet the needs and potential of **participants**
6. plan and agree with **participants** a programme of water-based exercise that will help them achieve their **objectives**
7. identify any **hazards** and assess the risk of these **hazards** actually causing harm
8. get advice from **other professionals** if there are any objectives, exercises or hazards outside your area of competence
9. record your plans in accordance with your **legal and organisational procedures**

Prepare self and equipment for a water-based exercise

10. prepare the **environment** for the session
11. identify and select safe and correct equipment for the water-based exercise
12. lift and handle the equipment in a way that prevents injury and damage
13. make sure there is sufficient space for safe water-based exercise performance
14. follow the correct procedures for checking equipment and dealing with any items that are unsafe
15. refer any health, safety or welfare issues in accordance with **legal and organisational procedures**

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Knowledge and understanding

You need to know and understand:

Collect and analyse information

1. the **methods** of collecting **information** needed to plan water-based exercise
2. the factors which affect the ability to exercise
3. **information** analysis techniques
4. when and how to refer any participants whose needs and potential you cannot meet to **other professionals**
5. **legal and organisational procedures** relating to confidentiality

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6. objectives setting techniques
7. the boundaries of your occupational descriptors
8. the factors involved in session planning
9. ways of identifying any hazards and assessing the health and environmental factors which could influence safety
10. when and how to access advice from **other professionals** when dealing with objectives, exercises or hazards that are outside of your competency
11. how to record plans in accordance with **legal and organisational procedures**

Prepare self and equipment for a water-based exercise

12. the equipment used for water-based exercise
13. the techniques of lifting and handling equipment in a way that prevents injury or damage
14. ways of organising the **environment**, particularly space, to enable safe water-based exercise
15. the correct procedures for dealing with any items that are unsafe
16. who and how to refer any health, safety or welfare issues, in accordance with **legal and organisational procedures**

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Scope/range related to performance criteria **Legal and organisational procedures** (to cover a minimum of 4)

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

Information

1. personal goal
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
7. current fitness level
8. stage of readiness
9. psychological readiness

Participants

1. individual
2. groups
3. with specific fitness needs
4. with general health needs
5. beginners
6. experienced

Other professionals (to cover a minimum of 2)

1. physiotherapists and medics

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2. psychologists
3. physiologists
4. biomechanists
5. lifestyle support specialists
6. participant's social support network
7. physician
8. supervisor
9. specialist health/exercise professional
10. nutritionist/dietician

Objectives

1. improve fitness
2. improve motivation
3. address barriers to participation
4. improve skills and techniques
5. provide opportunities for fun and enjoyment

Hazards, relating to

1. the individual
2. the activities you are planning
3. other activities happening at the same time

Environment

1. space
2. layout
3. ventilation
4. use of music
5. equipment for the session
6. personal clothing and equipment
7. shallow water
8. deep water

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**Scope/range related
to knowledge and
understanding**

Methods

1. interview
2. questionnaire
3. verbal screening
4. observation

Information

1. personal goal
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
7. current fitness level
8. stage of readiness
9. psychological readiness

Other professionals

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Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

Behaviours

The following behaviours underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued

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14. show sensitivity and empathy to the participants and the information they provide

Skills

The following skills underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

Glossary

Activities

Components of a physical activity session that may focus on your development of participants' strength, endurance, techniques or tactical awareness or strategies for problem solving. Physical activity sessions are composed of one or more activities.

Feedback

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The process of giving and receiving views on performance. This might include you giving participants feedback on their performance or contribution to a physical activity session; or a more experienced instructor giving an opinion on your performance in the delivery of a particular physical activity session.

Goals

Can be long, medium or short term. The stated outcome of the physical activity session (individual or group) which will influence what participants will be working on during the session.

Hazard

This is something that is dangerous or that could cause harm.

Occupational descriptors

A description and break down of an occupational/job role

Participants

People, as individuals, or in groups, who will be taking part in a physical activity session.

Plan

A physical activity session plan is a description of a particular session; included in the plan will be its aims, objectives, content, activities, timings and equipment needed. Plans should be recorded so that they can be shared with others and referenced at a later date.

Responsible person

This could be a more qualified or experienced instructor or line manager, to

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whom you would report.

Supervisor

The person who directly manages your work i.e. line manager or fitness centre manager.

Welfare

Supporting the participants' well-being including basic lifestyle, nutrition and drug awareness.

Links to other NOS This standard links with SKAEF1, SKAEF2 and SKAEF10.

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