

Instruct water-based exercise

Overview

This standard is about instructing water-based (aqua) exercise to apparently healthy adults.

The main outcomes of this standard are:

1. prepare participants for water-based exercise
2. instruct water-based exercise to participants
3. observe and supervise water-based exercise
4. bring a water-based exercise session to an end

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.

Instruct water-based exercise

Performance criteria

You must be able to: **Prepare participants for water-based exercise**

1. ensure the **environment** and equipment are prepared for the agreed programme
2. carry out the verbal screening process and collect any new **information** relating to the **participants'** readiness for water-based **exercise**
3. confirm or revise the agreed programme based on new **information** received from participants
4. discuss the programme you have agreed with **participants** and describe the physical and technical demands to them
5. advise **participants** of the facility's emergency procedure

Instruct water-based exercise

6. use warm up and cool down activities that meet **legal and organisational procedures**
7. give explanations and demonstrations that are technically correct
8. check the **participants'** understanding of instructions and give them the opportunity to ask questions
9. monitor the intensity and technique of the water-based **exercise** selected
10. ensure that the **participants** carry out the water-based **exercise** in a safe and effective manner
11. give the **participants** the necessary information and encouragement to continue to carry out the programme without your direct supervision
12. adhere to the planned timings for the water-based **exercise**
13. make sure the **participants** have information about future activities

Observe and supervise water-based exercise

14. use observational techniques that will assist with monitoring the safety and effectiveness of the water-based exercise for all **participants**
15. encourage and support **participants** to take responsibility for their own fitness
16. review **participants'** performance and provide suitable progressions and

regressions in response to their needs

17. provide **participants** with opportunities to ask questions

18. refer **participants** to another professional when their needs are outside your level of competence

19. provide fitness advice in water-based physical activity

20. use techniques of **voice projection** to instruct the group

21. develop **participants'** confidence by building exercises up gradually

22. identify and manage new types of hazards that may occur during a session

23. follow reporting procedures for health and safety issues

Bring a water-based exercise session to an end

24. allow time to end the session according to the **participants'** level of experience

25. give the **participants** a summary of your feedback on the session

26. give the **participants** the opportunity to reflect on the session and provide feedback

27. agree an action plan relating to future sessions with the **participants**

28. leave the **environment** in a condition acceptable for future use by yourself or others

29. give a range of alternative water-based **exercise** and adaptations including progressions and regressions

Instruct water-based exercise

Knowledge and understanding

You need to know and understand:

Prepare participants for water-based exercise

1. the equipment required for the agreed session and how to prepare the environment
2. **methods** of screening and collecting any new **information** relating to the participants' readiness for water-based exercise
3. when to confirm or revise the agreed programme based on any new **information** received from the participants
4. ways of explaining the physical and technical demands of the session to the participants
5. the facility's emergency procedures

Instruct water-based exercise

6. the purpose and value of the warm up and cool down activities
7. ways of providing explanations and demonstrations that are technically correct for water-based exercise, in relation to the participants' needs and level of experience
8. why you should check the participants' understanding of instructions and give them the opportunity to ask questions
9. **methods** for monitoring the intensity and technique of the water-based exercises selected
10. ways of using **teaching techniques** to correct and reinforce technique
11. how to deliver water-based exercises that are safe and effective
12. when to provide participants with the necessary information and encouragement to continue to carry out the programme without direct supervision
13. ways of planning a water-based exercise session
14. why participants should have information about future activities

Observe and supervise water-based exercise

Instruct water-based exercise

15. observation techniques that will assist with monitoring the safety and effectiveness of the programme
16. ways of encouraging and supporting participants to take responsibility for their own fitness
17. ways to review the participants' ability to perform the water-based exercises and when to provide suitable progressions and regressions in response to participants' needs
18. the significance of giving participants the opportunity to ask questions
19. when and how to refer to another professional if a participant has needs outside your level of competence
20. how to develop participants' confidence by building exercises up gradually
21. when to provide advice and how to offer it in water-based exercise
22. ways of using **voice projection** effectively
23. the types of new hazards that may occur during a session and how to identify and manage these
24. why you should pass on suggestions for improving health and safety to a competent person or agency

Bring a water-based exercise session to an end

25. the purpose of allowing sufficient time to end the session, according to the participants' level of experience
26. ways of providing the participants with a summary of your feedback on the session
27. techniques to engage the participants to **review the session**
28. when and how to complete an action plan relating to future sessions
29. ways of leaving the **environment** in a condition acceptable for future use by yourself or others
30. a range of alternative water-based exercise and adaptations including progressions and regressions

Instruct water-based exercise

Scope/range related to performance criteria **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

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

Exercise, to develop

Instruct water-based exercise

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills

Voice projection

1. use of volume
2. pitch of voice

Instruct water-based exercise

**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

Teaching techniques

1. changing teaching positions
2. asking questions
3. making adaptations and progressions
4. verbal and visual communications
5. mirroring

Voice projection

1. use of volume
2. pitch of voice

Review the session

1. think about the session
2. ask questions
3. provide feedback
4. identify their further needs

Environment

1. space
2. layout
3. ventilation
4. use of music
5. equipment for the session
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Instruct water-based exercise

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

Instruct water-based exercise

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.

Cool down

Instruct water-based exercise

Safe activities that allow participants to mentally and physically recover from activities undertaken in a physical activity session.

Feedback

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.

Instructions

The key teaching points which guide a participant towards safe and effective performance of an exercise.

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

Instruct water-based exercise

needed. Plans should be recorded so that they can be shared with others and referenced at a later date.

Review

The process of analysing the sessions you have planned and delivered, identifying what went well and what could have been improved.

Warm up

Safe activities that allow participants to mentally and physically prepare for a physical activity session.

Welfare

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

Links to other NOS This standard links with SKAEF1, SKAEF3 and SKAEF10.

Instruct water-based exercise

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