



Learner  
Achievement  
Portfolio

# Active IQ Level 2 Award in Instructing Water-based Exercise

Qualification  
Accreditation Number:

**603/6754/4**

Version AIQ006094

**Active iQ**

# Contents

<b>Worksheet – Planning a safe and effective water-based exercise session.....</b>	<b>5</b>
<b>Water-based exercise session .....</b>	<b>13</b>
Step one.....	13
Step two.....	13
Step three .....	13
Water-based exercise session plan mark scheme.....	14
Step One - Participant Information and Risk Assessment .....	15
Session self-evaluation.....	26

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# Active IQ Level 2 Award in Instructing Water-based Exercise

## Assessment plan and record of achievement

Centre name:

Learner name:

Assessment Plan				Record of Achievement			
Mandatory units	Stage of assessment	Evidence	Assessment method	Planned assessment date	Pass/Refer/APA (if claiming APA, detail evidence seen) Include % score for MCQ exams	Assessor's signature or initials and date	IV initials (if sampled)
1	Planning and instructing water-based exercise	Worksheet- Planning a safe and effective water-based exercise session Assignment- Risk assessment & Gathering participant information Assignment- Session plans	Written Written Written				
		Summative observation checklist	Observation				
		Session Evaluation	Written				

### Assessment planning and record of achievement declaration

Declaration	Name	Signature	Date
<p><b>Learner's agreement:</b></p> <p>I agree to be assessed according to the assessment plan and am happy that any additional support I require has been discussed and a separate plan put in place for this.</p> <p>I declare that all of the evidence (listed in the assessment plan) that will be produced for this portfolio will be my own unaided work.</p>			
<p><b>Assessor's agreement:</b></p> <p>I have discussed the planned assessments with the learner, and any additional support required has been planned and recorded separately.</p>			

### Record of achievement declaration

Declaration	Name	Signature	Date
<p><b>Assessor 1's agreement:</b></p> <p>I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.</p>			
<p><b>Assessor 2's agreement:</b></p> <p>(if applicable)</p> <p>I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.</p>			
<p><b>Assessor 3's agreement:</b></p> <p>(if applicable)</p> <p>I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.</p>			
<p><b>Internal verifier's agreement:</b></p> <p>I declare that all learner evidence (initialled in the assessment plan) has been internally verified and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.</p>			

# Planning and instructing water-based exercise sessions

Unit accreditation number: J/618/3446

## Worksheet – Planning a safe and effective water-based exercise session

There are **85 marks** available in this worksheet. You must score a minimum of **68 marks** in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Describe two benefits of water-based exercise.


**2 marks** (minimum 1 mark)

2. Describe two effects of each of the listed properties on water-based exercise.

Property of water	Effects
Buoyancy and floatation	
Water depth	
Temperature	
Frontal resistance	
Eddy resistance or turbulence	
Hydrostatic pressure	

**12 marks** (minimum 9 marks)

3. Describe the importance of the following environmental factors when planning sessions:

Water temperature	
Air temperature	
Humidity	

**3 marks** (minimum 2 marks)

4. Describe the effects of thermoregulation on class structure.

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**1 mark** (minimum 1 mark)

5. List two factors to consider when including non-swimmers in a water-based session.


**2 marks** (minimum 1 mark)

6. List four types of equipment that can be used in a water-based session.


**4 marks** (minimum 3 marks)

7. Describe how the following variables influence the resistance in the water:

Levers	
Gravity	
Buoyancy	
Floatation	
Turbulence	

**5 marks** (minimum 4 marks)

8. List three different exercises that could be used in shallow water and three that could be used in deep water. Describe one way you could progress and one way you could regress each exercise to accommodate different participant needs.

Shallow water exercises		
Exercise	Adaptation	
	Progression	
	Regression	
	Progression	
	Regression	
	Progression	
	Regression	
Deep water exercises		
Exercise	Adaptation	
	Progression	
	Regression	
	Progression	
	Regression	
	Progression	
	Regression	

**18 marks** (minimum 13 marks)



9. Describe how you can progress and regress exercises using the properties of water listed to accommodate different participant needs.

<b>Property of water</b>	<b>Adaptation</b>	
<b>Buoyancy and floatation</b>	Progression	
	Regression	
<b>Frontal resistance</b>	Progression	
	Regression	
<b>Eddy resistance or turbulence</b>	Progression	
	Regression	

**6 marks** (minimum 4 marks)

10. List, in the correct order of delivery, the different components of a safe and effective water-based session structure to train all components of fitness.


**5 marks** (minimum 3 marks)

11. Outline the current chief medical officer's physical activity guidelines for healthy adults.

Component	Type of exercise	Type of exercise
Cardiovascular fitness		
Muscular fitness		
Flexibility		
Motor skills		

**8 marks** (minimum 6 marks)

12. State one advantage and one disadvantage of each of the following methods for monitoring exercise intensity in a water-based exercise session:

Method	Advantage	Disadvantage
Heart rate monitoring		
RPE (6-20) scale		
Talk test		
Observation, e.g. skin colour changes, facial expressions		

**8 marks** (minimum 6 marks)

13. Describe how water-based exercise can assist injury rehabilitation.

**1 mark** (minimum 1 mark)

14. Describe how the use of music can be used to adapt or enhance a water-based session.

Atmosphere	
Motivation	
Speed	
Genre	
Lyrics	

**5 marks** (minimum 3 marks)

15. Identify appropriate types of music to use for different components of a water-based session. Consider the use of speed/BPM, rhythm, tempo and genre.

Component of class	Music considerations
Warm up	
CV	
Resistance	
Cool down	

**4 marks** (minimum 3 marks)

16. Describe the legal requirements of using music in a water-based session.

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**1 mark** (minimum 1 mark)

**Result total** / **85 marks** (68 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass/Refer**

**Assessor's feedback**

# Planning and instructing water-based exercise sessions

Unit accreditation number: J/618/3446

## Water-based exercise session

You will need to plan and instruct a full 45-60-minute water-based exercise session for a group of between 5 and 20 participants.

You will need to complete each of the steps in the following guidance

### Step one

#### Session planning

You will need to plan a water-based exercise session including:

##### Participant information and risk assessment

- An overview of the participant group, e.g. average age, gender, activity levels, health status, outcomes of any screening, number of participants, fitness levels.
- Common goals of session participants and type (e.g. shallow or deep water) and level of session (e.g. mixed ability).
- A summary of hazards and risk management measures for the environment and equipment, e.g. entry and exit to the water, water depth, pool temperature, pool side safety, lifeguard.
- Any special considerations or arrangements, e.g. swimming ability, methods/movements to maintain or regain balance in water.
- Emergency information – location of nearest telephone, first aid kit and name of duty first aider.

##### Water-based exercise session plan

- A warm-up and stretch component (plan a minimum of 10 minutes).
  - Incorporating static and/or dynamic stretching.
- A cardiovascular component (plan a minimum of 10 minutes).
  - Showing an intensity curve.
- A muscular strength and endurance component (plan a minimum of 5 minutes).
  - Incorporating a whole-body approach to achieve participants' health-related fitness goals.
- A cool-down and flexibility component (plan a minimum of 5 minutes).
  - Incorporating static and/or dynamic stretching and developmental and maintenance, as appropriate.

The session plan must detail the following for each exercise:

- Exercise and activities.
- Timing (including number of repetitions or duration).
- Teaching points.
- Progression.
- Regression.

##### Considerations and adaptations for special populations

You will need to provide a summary of considerations and adaptations for older adults, ante and postnatal women, young adults (14-16 years) and disabled people.

### Step two

#### Summative observation

Your assessor will observe you instructing your water-based exercise session.

### Step three

#### Self-evaluation

Using a combination of your own self-reflections and feedback collected from your participants during the instruction of the planned session, complete the session self-evaluation included in this LAP.

## Water-based exercise session plan mark scheme

Did the learner write a session plan including?	Possible marks	Actual marks
An overview of the participant group, e.g. average age, gender, activity levels, health status, outcomes of any screening, number of participants, fitness levels?	<b>1</b> (minimum 1 mark)	
Common goals of session participants and type (e.g. shallow or deep water) and level of session (e.g. mixed ability)?	<b>1</b> (minimum 1 mark)	
A summary of hazards and risk management measures for the environment and equipment, e.g. entry and exit to the water, water depth, pool temperature, pool-side safety, lifeguard?	<b>1</b> (minimum 1 mark)	
Any special considerations or arrangements, e.g. swimming ability, methods/movements to maintain or regain balance in water?	<b>1</b> (minimum 1 mark)	
Emergency information – location of nearest telephone, first aid kit and name of duty first aider?	<b>1</b> (minimum 1 mark)	
A warm-up and stretch component incorporating static and/or dynamic stretching?	<b>5</b> (minimum 4 marks)	
A cardiovascular component showing an intensity curve?	<b>5</b> (minimum 4 marks)	
A muscular strength and endurance component with a whole-body approach to achieve participants' health-related fitness goals?	<b>5</b> (minimum 4 marks)	
A cool-down and flexibility component incorporating static and/or dynamic stretching and developmental and maintenance stretching, as appropriate?	<b>5</b> (minimum 4 marks)	
A summary of considerations and adaptations for older adults?	<b>1</b> (minimum 1 mark)	
A summary of considerations and adaptations for ante and postnatal participants?	<b>1</b> (minimum 1 mark)	
A summary of considerations and adaptations for young adults?	<b>1</b> (minimum 1 mark)	
A summary of considerations and adaptations for disabled people?	<b>1</b> (minimum 1 mark)	
<p><b>Results total</b>            /<b>29</b> (24 marks in total, with the minimum set marks achieved for each section required to pass)</p> <p><b>Pass/Refer</b></p>		

## Step One- Participant Information and Risk Assessment

<b>Participant information</b>	
Participant information, e.g. average age, gender, activity levels, health status, outcomes of any screening, number of participants, fitness levels, etc.:	Common goals of session participants and type (e.g. shallow or deep water) and level of session (e.g. mixed ability):
<b>Risk assessment</b>	
Pool environment and equipment. Summary of hazards and risk management measures, e.g. entry and exit to the water, water depth, pool temperature, pool side safety, lifeguard etc.:	Special considerations or arrangements, e.g. swimming ability, methods/ movements to maintain or regain balance in water etc.:
<b>Emergency information</b>	
Location of nearest telephone:	Location of nearest first aid kit:
Duty first aider:	

**Risk Assessment form**

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done
Slips and trips on poolside.	Staff and participants may be injured if they trip over objects or slip on spillages on poolside.	We carry out good general housekeeping. All poolside areas are mopped down regularly and kept clean. Any aqua equipment is tidied up after use, placed in the designated cupboard and only allowed to be used in certain sessions and classes. There are strict rules regarding behaviour on poolside.	More awareness is needed by pool users to ensure that the area is tidy and no equipment is left in hazardous places.	All staff on poolside.	Dec 2016	Nov 2016



### Warm-up and stretch session plan

Plan a full warm-up and stretch component, detailing all exercises. Please use a continuation sheet if necessary.

Warm-up and stretch				
Exercises/activities	Time (including number of repetitions or duration or music breakdown if necessary)	Teaching points	Progression	Regression

## Cardiovascular session plan

Plan a full cardiovascular component, detailing all exercises. Please use a continuation sheet if necessary.

Cardiovascular				
Exercises/activities	Time (including number of repetitions or duration or music breakdown if necessary)	Teaching points	Progression	Regression

### Muscular strength and endurance session plan

Plan a full muscular strength and endurance component, detailing all exercises. Please use a continuation sheet if necessary.

Muscular strength and endurance				
Exercises/activities	Time (including number of repetitions or duration or music breakdown if necessary)	Teaching points	Progression	Regression

## Cool-down and flexibility session plan

Plan a full cool-down and flexibility component, detailing all exercises. Please use a continuation sheet if necessary.

Cool-down and flexibility session				
Exercises/activities	Time (including number of repetitions or duration or music breakdown if necessary)	Teaching points	Progression	Regression

**Session plan (continuation sheet)**

<b>Component:</b>				
<b>Exercises/activities</b>	<b>Time</b> <small>(including number of repetitions or duration or music breakdown if necessary)</small>	<b>Teaching points</b>	<b>Progression</b>	<b>Regression</b>

## Considerations and adaptations for special populations

You will need to provide a summary of considerations and adaptations for older adults, ante and postnatal women, young adults (14-16 years) and disabled people.

<b>Considerations and adaptations for special populations</b>			
<b>Older adults</b>	<b>Ante and post-natal</b>	<b>Young adults (14-16 years)</b>	<b>Disabled people</b>

### Summative observation checklist

<b>Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (●) Question, mark a (Q).</b> <b>Note: A tick in each grey box is required to pass.</b>					
<b>Date:</b>					
<b>Starting the session (A):</b>					
<b>The learner has:</b>					
1.	Prepared the environment and checked equipment for the session.				✓/X
2.	Welcomed the participants appropriately.				
3.	Verbally screened the participants to check their readiness to participate.				
4.	Provided appropriate advice and guidance to the participants in response to the information gathered.				
5.	Explained appropriate health and safety considerations to the participants, including pool depth changes, use of water skills to maintain and regain balance (as appropriate).				
6.	Explained the physical and technical demands of the planned exercises and components.				
<b>Delivering the physical activity session (B)</b>					
<b>The learner has:</b>					
1.	Demonstrated correct exercise technique, movement speed and, where appropriate, safe use of equipment.				
2.	Provided clear and accurate explanations of exercise benefits to the participants.				
3.	Instructed safe and effective exercises which meet the participants' needs, goals and abilities.				
4.	Communicated clearly and accurately, providing feedback and instruction points which are timely, clear and motivational.				
5.	Used effective verbal and non-verbal communication to ensure the participants understand what is required.				
			Warm-up/stretch ✓/X	Cardiovascular ✓/X	Muscular strength and endurance ✓/X
					Cool-down/ flexibility ✓/X

6. Observed participants' performance to monitor exercise safety.					
7. Used appropriate teaching positions to enable observation/correction of participants.					
8. Provided and reinforced teaching points to enhance performance.					
9. Adapted the exercises appropriately to accommodate participants' needs, including swimming ability and water skills (when appropriate).					
10. Given appropriate alternatives, when necessary.					
11. Monitored exercise intensity using appropriate methods for the component and participants.					
12. Gained feedback from participants to check their understanding of their performance.					
13. Used effective mirroring to instruct and improve participants' performance.					
14. Demonstrated and explained the effective use of the properties of water (resistance and buoyancy) to accommodate participants' needs.					
15. Projected volume and pitch of voice effectively in the pool environment.					
16. Managed the timings of the session effectively.					
<b>Ending the session (C):</b>					
<b>The learner has:</b>					
1. Gathered feedback from the participants.					
2. Provided constructive feedback to participants to summarise their performance and progress.					
3. Responded accurately and appropriately to participants' questions.					
4. Checked that the pool environment and equipment were left in good order.					
<b>Result (delete as appropriate):</b>			<b>Competent</b>	<b>Not competent</b>	



**Assessor's feedback and questions**

<p><b>Performance criteria</b></p>	
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## Session self-evaluation

**There are 21 marks available. You must score a minimum of 17 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.**

1. How did you gather feedback from your participants to review and evaluate your practice? Consider when you gathered this information and the communication skills used, e.g. listening, observation and asking questions.

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**3 marks** (minimum 2 marks)

2. Give two examples of feedback provided by participants that you will use to review and evaluate your practice.

--

**2 marks** (minimum 1 mark)

3. Describe four ways in which your session structure, selected exercises and equipment used were safe and effective for meeting participants' needs in your water-based exercise session.


**4 marks** (minimum 3 marks)

4. Describe two ways you will improve session content to meet participants' needs in a future water-based exercise session.


**2 marks** (minimum 1 mark)

5. Describe two ways you will improve the exercises, use of equipment and use of water to meet participants' needs in a future water-based exercise session.


**2 marks** (minimum 1 mark)

6. Describe two ways in which your instructional skills were effective for meeting participants' needs in your water-based exercise session.


**2 marks** (minimum 1 mark)

7. Describe two ways in which your instructional skills could be improved to meet participants' needs in a future water-based exercise session.


**2 marks** (minimum 1 mark)

8. Describe two ways in which your communication was effective for meeting participants' needs in your water-based exercise session.


**2 marks** (minimum 1 mark)

9. Describe two ways in which you could improve your communication skills to meet participants' needs in a future water-based exercise session.


**2 marks** (minimum 1 mark)

**Result total** /**21 marks** (17 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass/Refer**

<b>Assessor's feedback:</b>
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# Notes

# Notes



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