NCFE Active IQ Level 2 Award in Instructing Water-based Exercise
QN: 610/5184/6



Qualification Specification

Version 2.0 – November 2026

Qualification summary

Qualification title	**NCFE Active IQ Level 2 Award in Instructing Water-based Exercise**
Ofqual qualification number (QN)	610/5184/6
Guided learning hours (GLH)	28
Total qualification time (TQT)	70
Credit value	7
Minimum age	16
Qualification purpose	This qualification is designed 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.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Apprenticeship standards	This qualification is linked to the following apprenticeship standards: ST0390: Leisure Team Member Apprenticeship standard ST0478: Community Activator Coach Apprenticeship standard
Endorsement	This qualification is endorsed by CIMSPA (Chartered Institute for the Management of Sport and Physical Activity). CIMSPA Endorsed 10 CIMSPA CPD POINTS
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.

Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/5184/6.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

- focus on the study of instructing water-based exercise
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for qualified fitness instructors wishing to widen their skills to offer water-based exercise.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

Learners wishing to undertake this qualification should have achieved a suitable level 2 fitness instructing qualification, for example, gym instructing, group training or fitness coaching. Some experience of water-based exercise may be 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.

Centres are responsible for ensuring that all learners are capable of achieving the unit and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **1** mandatory unit.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - water-based exercise instructor
- further education:
  - Level 2 Award in Instructing Circuit Training
  - Level 2 Award in Instructing Kettlebell Training
  - Level 2 Award in Instructing Studio Cycling
  - Level 3 Diploma in Personal Training
  - Level 3 Diploma in Sports Massage Therapy
  - apprenticeship in personal training.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities

- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 2 Award in Instructing Water-based Exercise.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification, including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

Unit 01 Planning and instructing water-based exercise (D/651/4282)

Assessment				
Internally assessed and externally quality assured portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**7 credits**	**28 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know the legal and professional requirements for water-based exercise	1.1 Identify the **legal and ethical responsibilities** of a water-based instructor
	1.2 Identify the **personal insurance requirements** of a water-based instructor
	1.3 Identify the **health, safety and insurance requirements** when hiring venues or facilities
	1.4 Describe the term '**duty of care**' relating to the health and safety of self and others
	1.5 Identify the **licensing requirements** of a water-based instructor
2. Know 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 Describe the **physical abilities and coaching skills** that are beneficial for delivering a water-based session
3. Know the key considerations when planning and instructing water-based exercise	3.1 Identify 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 Identify 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
4. Know how music can be incorporated into water-based exercise	4.1 Identify different ways of **using music** to plan a water-based session
	4.2 Identify appropriate **types of music** to use for different components of a water-based session
	4.3 Identify the importance of balancing music volume and voice **projection for instruction/coaching** to the whole group
5. Know 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 Identify effective methods of building **combinations of movements**
	5.5 Identify the principles of **group behaviour management** during water-based sessions
	5.6 Identify the **effect of water** on water-based exercise
	5.7 Describe the **effect water has on the body**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.8 Identify different methods for **monitoring intensity** during a water-based exercise session
6. Be able to plan a safe and effective water-based session	6.1 Gather and record **participant information and complete a risk assessment** to inform the planning of a water-based exercise session
	6.2 Identify **session objectives** that are appropriate
	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
	6.4 Plan a **safe and effective water-based session** to meet participant's needs and incorporate different components of fitness
	6.5 Identify the purpose and benefits of each **component** of a safe and effective water-based session
	6.6 Identify **equipment** that can be used in a water-based session
	6.7 Include the **use of music** where appropriate to the session's objectives
	6.8 Plan **adaptations and modifications** to regress, progress and accommodate different participant's needs
	6.9 Plan realistic **timings** and **sequences**
	6.10 **Record exercises** using an appropriate **format**
7. Be able to instruct a safe and effective water-based exercise programme	7.1 Use appropriate **communication skills**
	7.2 Provide appropriate **advice and guidance** in response to information gathered
	7.3 Explain appropriate **health and safety considerations** to participants
	7.4 Use appropriate **teaching skills** to support the participant's performance
	7.5 Use **volume, pitch and voice projection** with or without a microphone
	7.6 Provide **cueing** to enable participants to exercise if appropriate to the session
	7.7 Instruct a **safe and effective water-based session**
	7.8 **Monitor exercise safety and intensity**
	7.9 **Adapt or modify** exercises as appropriate to accommodate participant's needs
	7.10 **Respond** accurately and appropriately to participant's questions and **conclude** the session
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

Range
1. Know the legal and professional requirements for water-based exercise
1.1 Legal and ethical responsibilities must include: • screening

Range

- recording information
- record keeping
- client confidentiality.

1.2 Personal insurance requirements must include:

- public liability insurance
- personal liability insurance
- professional indemnity insurance
- business equipment insurance.

1.3 Health, safety and insurance requirements must include:

- health and safety policy
- emergency procedures and contacts
- first aid arrangements
- risk assessment
- reporting hazards
- reporting accidents/incidents
- proof of insurance and qualifications.

1.4 Duty of care must include:

- personal safety
- client safety
- environmental safety
- equipment safety.

1.5 Licensing requirements must include:

- PRS for Music
- PPL licensing
- music copyright law compliance
- branded programme licensing

2. Know the skills, motivation and behaviours needed when delivering a water-based session

2.1 Positive exercise experience may include:

- building rapport
- motivation and enthusiasm
- clear and positive communication
- professionalism and integrity
- punctuality and reliability
- encouragement and support
- positive body language
- organisation.

Learners must identify a minimum of five ways that an instructor can help clients have a positive exercise experience.

Range

2.2 Social support and inclusion may include:

- welcoming new participants
- buddy systems
- inclusive communication
- encouraging participation
- equality and diversity principles
- social engagement activities
- community building
- support networks.

Learners must identify a minimum of five ways that an instructor can build social support and inclusion.

2.3 Physical abilities and coaching skills must include:

- sufficient level of fitness
- good movement awareness
- broad exercise technique knowledge
- group management skills
- structured and organised delivery
- motivation and encouragement skills.

3. Know the key considerations when planning and instructing water-based exercise

3.1 Benefits may include:

- effects of different properties of water
- effects of buoyancy and floatation
- influence of depth of water
- influence of water temperature
- influence of water resistance, including frontal, viscous and eddy
- influence of hydrostatic pressure
- injury rehabilitation benefits.

Learners must identify a minimum of five benefits.

3.2 Risks and hazards may include:

- facilities (for example, temperature, poolside)
- equipment (for example, damaged floats)
- working practices
- participant health conditions
- participant behaviour
- hygiene issues
- security risks.

Learners must identify a minimum of five risks and/or hazards.

3.3 Manage risks must include:

Range

- hazard identification
- risk assessment
- control measures
- monitoring and reviewing risks.

3.4 Thermoregulation must include:

- cooling effect of water
- need to maintain movement
- impact on warm-up and cool-down
- intensity adjustments.

3.5 Factors to consider when including non-swimmers must include:

- ensuring safe depth (chest level)
- positioning near pool edge
- reassurance and communication
- use of floatation aids
- supervision and safety.

3.6 Environmental factors must include:

- water temperature
- air temperature
- humidity
- hydration considerations
- pool depth (shallow versus deep water).

4. Know how music can be incorporated into water-based exercise

4.1 Using music must include consideration of:

- atmosphere
- clientele
- motivation
- component of the session
- tempo/speed
- lyrics
- background.

4.2 Types of music must include:

- speed/beats per minute (bpm), rhythm and tempo
- genre.

4.3 Projection for instruction/coaching must include:

- correct audio set-up
- clear communication
- appropriate volume and voice projection.

5. Know the principles of instructing water-based exercise

Range

5.1 Safe and effective alignment must include:

- posture
- joint alignment
- core stability.

Components of fitness must include:

- cardiovascular fitness
- muscular fitness
- motor skills.

5.2 Participant co-ordination may include:

- building from simple to complex
- staged progressions (easy/mid/hard)
- repetition and layering techniques.

Learners must include a minimum of two methods.

5.3 Regress and progress exercises may include:

- levers
- hand positions
- additional equipment
- surface area/frontal resistance
- direction of movement/travel
- speed/tempo
- repetitions
- depth of water
- range of movement.

Learners must include a minimum of four methods.

5.4 Combinations of movement must include:

- add-on
- part to whole
- reverse pyramid
- verse and chorus
- layering.

5.5 Group behaviour management may include:

- safe positioning
- advice on water depth
- participant monitoring
- positive reinforcement
- clear instruction

Range

- maintaining safety and engagement.

Learners must include a minimum of three principles.

5.6 Effects of water must include:

- levers
- gravity
- buoyancy
- floatation
- turbulence
- resistance (frontal, viscous, eddy)
- balance
- joint mobility and range of movement
- propulsion
- hydrostatic pressure.

5.7 Effect water has on the body must include:

- static movements
- travelling movements
- balance
- greater range of joint movement
- mobility.

5.8 Monitoring intensity must include:

- heart rate monitoring
- talk test
- rate of perceived exertion (RPE)/Borg scale
- observation.

6. Be able to plan a safe and effective water-based session

6.1 Participant information and risk assessment must include:

- session goals, objectives, overview and duration
- number of participants and average age
- group fitness and skill level
- health concerns, risks, and readiness to exercise
- first aid and emergency arrangements
- potential session hazards and risk-management actions
- environment considerations, including pool temperature, air temperature, humidity, floor surface, pool depth, space and water level
- participant considerations, including health screening, class numbers, swimming ability, exercise safety, intensity and additional needs.

Learners must identify risks and hazards from each category:

- facilities
- equipment

Range

- participants
- working practices
- environment.

6.2 Session objectives may include:

- cardiovascular fitness
- muscular fitness
- flexibility
- motor skills
- rehabilitation or low-impact progression.

Learners must identify a minimum of two session objectives.

Session objectives may consider:

- participant goals
- fitness levels and ability
- health status and limitations
- group dynamics.

6.3 Safe and effective exercises must include:

- exercises appropriate to the water-based environment
- exercises for warm-up, cardiovascular, muscular fitness and cool-down components
- correct technique and alignment requirements
- use of water properties, including resistance and buoyancy
- additional equipment where appropriate
- progressions, regressions and alternatives.

Safe and effective exercises may consider:

- participant ability and confidence
- water depth
- safety and risk level
- progression and regression options.

6.4 Safe and effective water-based session must include:

- warm-up
- cardiovascular component
- muscular strength and endurance component
- cool-down and flexibility
- a whole-body approach
- appropriate use of water properties
- appropriate duration for each component
- work/rest periods and recovery
- logical sequencing and smooth transitions
- progressive intensity profile

Range

- consideration of thermoregulation.

Learners must plan for a session lasting for 45 minutes to 60 minutes.

Learners must include a minimum of three exercises in the cardiovascular component.

Learners must include a minimum of three exercises in the muscular strength and endurance component.

6.5 Components must include:

- warm-up
- cardiovascular component
- muscular fitness component
- flexibility/cool-down.

Learners must identify the purpose and benefits of each planned component.

6.6 Equipment may include:

- noodles/woggles/tubes
- water bells/dumbbells
- aqua mitts/gloves
- floatation devices (for example, belts, vests)
- hydro discs or resistance tools.

Learners must identify a minimum of two pieces of equipment.

Use of equipment must include:

- increasing resistance
- assisting buoyancy
- supporting progression/regression
- ensuring safe use.

6.7 Use of music must include consideration of:

- BPM (appropriate to session component)
- atmosphere and motivation
- participant demographics
- type of session (choreographed vs non-choreographed)
- background or foreground use
- music timing/breakdown.

6.8 Adaptations and modifications must include:

- regression (easier options)
- progression (increased challenge)
- alternative exercises

Range

- changes in intensity.

Variables for adaptation may include:

- lever length
- resistance/surface area
- range of movement
- tempo
- travel and direction
- use of equipment.

Learners must include a minimum of three variables.

6.9 Timings must include:

- appropriate duration of each component
- realistic work/rest periods
- smooth transitions between exercises.

Sequencing must include:

- logical progression of intensity
- safe order of exercises
- balance between fitness components.

6.10 Record exercises must include:

- session objectives
- exercise selection
- order and sequencing
- timing, duration and music breakdown
- intensity, rest periods or RPE/HR/Borg
- equipment used
- teaching points/instructions
- progressions, regressions and alternatives.

Format may include:

- written session plans
- structured templates
- digital planning tools.

7. Be able to instruct a safe and effective water-based exercise programme

7.1 Communication skills may include:

- greeting participants
- building rapport
- gathering information and verbal screening updates
- checking readiness to exercise
- clear verbal communication

Range

- non-verbal communication
- active listening.

7.2 Advice and guidance may include:

- allowing participation where safe
- deferring participation where necessary
- signposting to a medical or relevant professional.

Advice may consider:

- participant health status
- contraindications to exercise
- instructor scope of practice.

7.3 Health and safety considerations must include:

- safe use of equipment
- correct technique and alignment
- adequate space and participant positioning
- hydration guidance
- appropriate clothing and jewellery removal
- pool depth and poolside hazard awareness
- emergency procedures and lifeguard awareness.

7.4 Teaching skills may include:

- demonstration
- mirroring
- explanation
- observation and correction
- change of teaching position
- teaching points for alignment and use of water
- provision of adaptations and alternatives
- motivation, praise and encouragement.

7.5 Volume, pitch and voice projection may include:

- appropriate volume relative to the pool environment
- variation in pitch and tone
- clear voice projection
- use of a head microphone where appropriate
- balancing voice with music levels
- avoiding voice strain.

7.6 Cueing may include:

- verbal cues
- visual cues

Range

- timing cues
- directional cues.

Cueing may support:

- safe and effective exercise execution
- correct technique and alignment
- smooth transitions between exercises
- participant understanding and engagement.

7.7 Safe and effective water-based session must include:

- warm-up
- cardiovascular component
- muscular fitness component
- cool-down and flexibility
- clear explanations and demonstrations
- logical sequencing of exercises
- appropriate use of water properties, including buoyancy and resistance
- appropriate intensity levels
- progressive structure, including increase and decrease in intensity
- use of equipment where appropriate
- adaptations, modifications and alternatives.

Learners must deliver a session lasting for 45 minutes to 60 minutes.

Learners must include a minimum of three exercises in the cardiovascular component.

Learners must include a minimum of three exercises in the muscular strength and endurance component.

Learners must use a minimum of two pieces of equipment.

7.8 Monitor exercise safety and intensity must include:

- observation of posture and technique
- awareness of participant fatigue and capability
- checking correct use of equipment
- monitoring participant safety and wellbeing throughout
- appropriate response where required.

Monitor intensity may include:

- heart rate
- talk test
- RPE/Borg scale
- observation, such as breathing rate and facial expression.

7.9 Adapt or modify may include:

Range

- regression
- progression
- alternative exercises
- intensity adjustments.

Variable for adaption may include:

- lever length
- resistance or surface area
- range of movement
- speed/tempo
- repetitions
- travel and direction
- use of equipment.

7.10 Respond and **conclude** must include:

- clear and accurate answers
- appropriate level of detail for the participant
- maintaining session flow
- positive and constructive feedback to the group and individuals
- opportunity for participants to give feedback and ask questions
- clearing away equipment
- leaving the training environment in good order.

8. Be able to evaluate own practice

8.1 Feedback may include:

- verbal feedback (informal discussions before/after sessions)
- written feedback (questionnaires, feedback forms)
- surveys (paper or digital)
- observation of participant reactions and engagement
- informal interaction (for example, checking how participants feel post-session).

Feedback may aim to gather information on:

- participant enjoyment
- perceived difficulty/intensity
- clarity of instruction
- overall experience.

8.2 Safety may include:

- identification of any risks or hazards during the session
- effectiveness of risk-management strategies
- safe use of equipment
- participant adherence to safety guidance.

Effectiveness may include:

Range

- session structure (warm-up, main, cool-down)
- appropriateness of exercises selected
- sequencing and timing of activities
- suitability of intensity levels
- participant outcomes and engagement.

Evaluation may consider:

- appropriateness for participant needs and abilities
- achievement of session objectives
- instructor performance (delivery and organisation).

8.3 Instructional skills may include:

- improving demonstration quality
- improving observation and correction skills
- refining teaching positions and visibility
- enhancing cueing (timing, clarity, variety).

Communication may include:

- clarity of verbal instruction
- appropriate use of tone, pitch and volume
- use of non-verbal communication (body language, eye contact)
- active listening and responsiveness.

Improvements may be based on:

- participant feedback
- self-reflection
- session evaluation outcomes.

8.4 Improve session content:

Session content may include:

- adapting exercise selection
- modifying intensity levels
- improving session structure and flow
- reviewing timing and sequencing
- increasing variety to maintain engagement.

Improvements may include:

- adding progressions and/or regressions
- varying equipment use
- adapting music selection (if used)

adjusting use of water properties (for example, depth, resistance, buoyancy).

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points or otherwise characterise.
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 01	D/651/4282	Planning and instructing water-based exercise	2	7	28

Change history record

Version	Publication date	Description of change
AIQ007270	August 2026	Document published.
v2.0	November 2026	Qualification title changed and template updated to new version. Minor wording updates have been made to assessment criteria (AC) and titling to improve clarity and consistency. No changes to learning outcomes (LOs) guided learning hours (GLH) or content requirements.