



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 2 Award in Teaching Swimming and Aquatic Programmes

Specification (For Centres)

November 2018

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QiW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 2 Award in Teaching Swimming and Aquatic Programmes (603/1905/7)

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward the teachers of aquatic programmes of today and the future, and to continue to bring recognition and professionalism to the teaching sectors.

We hope that centres and learners take the opportunity to learn a great deal from these programme that will provide relevant new skills and qualities.

It is envisaged that these programmes will encourage both academic and professional development so that you learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Award is accredited at Level 2. Completing the Certificate has a credit value and can offer progression and exemption to other qualifications including those from Qualifi.

2.2 Rationale for the Award

The rationale of the programmes is to provide a career path for learners who wish to develop their teaching capabilities within the aquatic sector. The outcome of the Certificate, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All programmes create learning that offers conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the teachers and leaders of the future through the creation and delivery of learning appropriate for industry.

The Award will link to key development in areas of teaching aquatics. Contemporary issues are identified and evaluated so that the learner has a true vocational understanding on the industry as well as an academic perspective.

In order to achieve this, work placements are encouraged so that genuine experience can be gained and a true insight into the practicalities of teaching can be realised.

2.3 Aims of the Award

The Level 2 programme offered provide the flexible opportunity for individuals to forge a career in swimming teaching by extending and building upon their existing knowledge, understanding and teaching practice in the leisure and swimming industry. The programme allows individual learners to gain accreditation on a modular (unit by unit) basis.

The course aims for the following:

1. To build upon the learners' levels of knowledge, skills and experiences to deliver a higher quality of swimming and aquatics teaching (in additional swimming and aquatic disciplines/activities)
2. To develop the learner's ability to recognise and reflect on the process of personal learning and development that encourages their self-reflection, analytical and transferable skills into other areas.

2.4 Learning Outcomes of the Award

Objectives:

1. preparing learners to progress to a qualification in teaching swimming but at a higher level and enhancing more specific knowledge, skills, understanding and experience
2. preparing learners for lead swimming and aquatics programme in the workplace
3. supporting other employees in the workplace to become more skilled reflective practitioners

Purpose:

1. Recognise personal growth and commitment in learning
 - 1.1 Recognise development of knowledge and skills for to operate independently and effectively in life, learning and work
 - 1.2 Recognise development of employability skills and/or knowledge
2. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
 - 2.1 Prepare for further learning or training in the workplace, higher education and their delivery in their post
 - 2.2 Develop knowledge and/or skills in a swimming and aquatics teaching
 - 2.3 Update knowledge and skills relating to legal, technical and best practice changes
3. Enhancing employment
 - 3.1 Enhance employment in a specific teaching and coaching in sport
 - 3.2 Increase employment opportunities in a swimming teaching

The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression.

- be at least 16 years of age at the time of registration for the qualification
- hold the Amateur Swimming Association (ASA) or Safety Training Awards (STA) Level 2 Certificate in Teaching Swimming / Aquatics
- have teaching swimming experience of at least 12 months, delivering lessons to a full range of abilities and contexts
- have evidence that they are currently employed in the context of teaching swimming and permission from their supervisor to support them with an actual (or shadow) strategic role for the programme or demonstrate that they are in a current strategic role

In certain circumstances, teachers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Award in Teaching Swimming and Aquatic Programmes is a Level 2 Qualification.

All units are range from 1 to 3 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each credit approximates to a TQT of 10 hours incorporating a number of hours of Guided Learning.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment

- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

QUALIFI Level 2 Award in Teaching Swimming and Aquatic Programmes

To gain the Level 2 Award, learners must achieve 10 units. There is minimum value of TQT of 340 hours. This equates to 34 credits.

Unit Reference	Units	Level	Credit	TQT	GLH
Unit 207	Teaching Swimming and Water Activities to Adults and Children	2	3	30	16
Unit 208	Teaching Water Activities Practice for Pre-school Children	2	3	30	16
Unit 209	Teaching Swimming Practice in a School Context	2	3	30	16
Unit 210	Coaching Competitive Swimming Practice in Learn-to-swim Programmes	2	3	30	16
Unit 211	Teaching Synchronised Swimming Practice in Learn-to-swim Programmes	2	3	30	16
Unit 212	Teaching Water Polo Practice in Learn-to-swim Programmes	2	3	30	16
Unit 213	Teaching Diving Practice in Learn-to-swim Programmes	2	3	30	16
Unit 214	Teaching Survival and Lifesaving Practice in Learn-to-swim Programmes	2	3	30	16

Unit Reference	Units	Level	Credit	TQT	GLH
Unit 215	Teaching Swimming Practice to Adults in Learn-to-swim Programmes	2	3	30	16
Unit 216	Teaching Practice for Adults Transitioning to a Masters Swimming Programme	2	3	30	16
Unit 217	Teaching Swimming Practice to People with Disabilities	2	3	30	16
Unit 218	Principles of Swimming Participation for Improving Well-Being and Mental-Health	2	1	10	6

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 2 Award** will allow progress to:

- a QUALIFI Level 3 related qualification; or
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability,

gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0)115 888 2323 or +44 (0)208 123 2946

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

QUALIFI Level 2 Award in Teaching Swimming and Aquatic Programmes

Unit 2007: Teaching Swimming and Water Activities to Adults and Children

Unit code: F/615/7654

RQF level: 2

Aim

Swimming is a life skill. Many parents, wherever possible, will take their babies and/or children to swimming pools as soon as they can. Support and instruction from parents, guardians or other adults in the water ensures that babies (from about 6 months) and young children (3 years) are more safe and confident.

The unit aim is to develop the learner's ability to teach swimming and water activities to adults and children within a learn-to-swim programme environment.

The purpose of this unit is to develop the principles and practice of teaching water-based activities to adults and children. The learner will learn how to operate structured and fun-based lessons in a safe and suitable manner. Knowledge of child development and age-related expectations are examined. Face-to-face teaching sessions will enable the learner to develop confidence in teaching on these areas. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria:
	To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of adult and child swimming	<p>1.1 Describe a knowledge of health and safety related specifically to adult and child Swimming</p> <p>1.2 Explain a knowledge of child development and how it relates to swimming ability</p> <p>1.3 Describe methods positive communication and motivation in adult and child swimming</p> <p>1.4 Explain the principles of teaching the Fundamental movement skills and core aquatic skills</p> <p>1.5 Describe a knowledge of submersion techniques and safety and survival skills in adult and child swimming</p>

LO2 Be able to plan, deliver and evaluate adult and child sessions in a learn-to-swim environment	2.1	Produce a scheme of work on teaching adult and child Swimming for a minimum of 6 sessions for a group of Adults with their babies up to 18months or 18 months to 3 years
	2.2	Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group
	2.3	Plan, carry out and evaluate two sessions covering a range of skills for mixed ability for a group
	2.4	Deliver sessions that are safe, effective and where learners make suitable progress
	2.5	Draw conclusions as to the effectiveness of the teaching, reviewing the strengths and weaknesses

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the content of:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Foundation Framework for Adult and Child ○ STA Award Scheme ○ Baby and child development 0 to 36 months
Practical Content: Entries	<ul style="list-style-type: none"> ○ Feet first entries (supported and unsupported; steps; ○ Sitting; jumping; hold rail or side of the pool) ○ <u>move towards exit point, climbing out.</u>
Strokes	<ul style="list-style-type: none"> ○ Fundamental movement skills (Front paddle; back paddle; alternating and simultaneous actions; sculling finning actions)
Skills	<ul style="list-style-type: none"> ○ Fundamental movement and core aquatic skills ○ Aquatic breathing (blowing bubbles; breath holding) ○ Submersion practices ○ Travel (kicking; paddling; prone and supine) ○ Rotation (horizontal; longitudinal and vertical) ○ Floating (prone and supine) ○ Streamlining (prone and/or supine) ○ Support holds (prone and supine) ○ Use of equipment ○ Songs and rhymes, ○ Fun (Songs, rhymes, themes & sequences)

Unit 208: Teaching Water Activities Practice for Pre-school Children

Unit code: J/615/7655

RQF level: 2

Aim

Pre-school children (aged three to five years old) can develop skills rapidly, which builds their confidence. Swimming teaching practice for pre-school children is different from that for teaching children in full-time education (five years old or above).

The unit aim is to develop the learner's ability to teach water activities to pre-school children within a learn-to-swim programme environment.

The purpose of this unit is to develop the principles and practice of teaching water-based activities to pre-school children. The learner will learn how to structure more fun and games-based approaches to learning, and they will deliver sessions in a safe and suitable manner. Knowledge of child development and age-related expectations will be examined; face-to-face teaching sessions will enable the learner to develop confidence in teaching on these areas. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of teaching swimming to pre-school children age 3 – 5 years	<ul style="list-style-type: none">1.1 Describe a knowledge of health and safety relating specifically, to pre-school children age 3 - 5 years1.2 Explain a knowledge of child development for pre-school children age 3 – 5 years and how it relates to swimming ability1.3 Describe methods of positive communication and motivation with adults in pre-school swimming1.4 Describe methods of positive communication and motivation with children age 3 – 5 years old in pre-school swimming1.5 Explain the principles of teaching the Active Start in pre-school swimming
LO2 Be able to plan, deliver and evaluate adult and child swimming sessions in a learn-to-swim	<ul style="list-style-type: none">2.1 Produce a scheme of work on teaching pre-school Swimming for a minimum of 6 sessions for a group of for an adult children age 3 - 5 years.

environment	2.2	Plan, deliver and evaluate a series of four linked sessions linked to the schemes of work, demonstrating progressive activities, suitable to the needs of the group.
	2.3	Plan, carry out and evaluate two sessions covering a range of skills for mixed ability for a group age 3 years and a group age 4 years.
	2.4	Deliver sessions that are safe and effective and where learners make suitable progress.

Delivery and Assessment Guidance

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Foundation Framework and ASA Awards STA Awards Scheme
Practical Content: Entries & Exits	<ul style="list-style-type: none"> ○ Feet first entries: supported & unsupported, steps, sitting, jumping, hold rail or side of the pool and move towards exit point, climbing out
Strokes	<ul style="list-style-type: none"> ○ Fundamental movement skills, Front Paddle, Back Paddle basic actions for Front Crawl, Back Crawl, Breaststroke Dolphin leg action, alternating and simultaneous actions
Skills	<ul style="list-style-type: none"> ○ Fundamental movement skills and core aquatic skills ○ Aquatic breathing, blowing bubbles, breath holding, ○ Submersion practices ○ Travel: kicking and paddling prone & supine ○ Rotation: horizontal, longitudinal and vertical ○ Floating: prone & supine ○ Creative and appropriate use of equipment ○ Appropriate use of buoyancy aids ○ Games, fun activities, themes & sequences ○ Streamlining: prone and supine

Unit 209: Teaching Swimming Practice in a School Context

Unit code: L/615/7656

RQF level: 2

Aim

The teaching of swimming in schools presents a challenge for swimming and aquatic teachers. The ability to manage larger classes, teach specific content and meet the requirements of the National Curriculum can be challenging to develop.

The unit aim is to develop the learner's ability to teach swimming in a learn-to-swim school setting.

The purpose of this unit is to develop the principles and practice of teaching school swimming. The learner will learn the knowledge of the National Curriculum up to GCSE swimming requirements. In addition, they will develop their ability to organise and manage larger classes safely, teaching them strokes and skills appropriately. Face-to-face teaching sessions will enable the learner to develop confidence in teaching on these areas. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of school's swimming	1.1 Demonstrate a knowledge of the current National Curriculum up to Key Stage 4 Swimming requirements 1.2 Explain a knowledge of teaching non-swimmers 1.3 Explain a range of strokes and skills 1.4 Explain a range of managing and organising learners 1.5 Explain a range of managing children's behaviour 1.6 Explain how to operate lessons safely
LO2 Be able to plan, deliver and evaluate swimming sessions in a school learn-to-swim environment	2.1 Produce two contrasting schemes of work on teaching swimming in a school setting 2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group 2.3 Plan, carry out and evaluate two sessions covering a range of skills 2.4 Deliver sessions that are safe, effective and where learners make suitable progress

	2.5 Evaluate as to the effectiveness of the teaching, reviewing the strengths and weaknesses
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Delivery and Assessment Criteria

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA and STA award schemes for schools swimming ○ Managing and organisation of learners ○ Managing behaviour
Practical Content: Entries Strokes	○ Steps, swivel and jump
	○ Front Crawl; Back Crawl; Breaststroke and Butterfly
Skills	<ul style="list-style-type: none"> ○ Floating; sculling; treading water; surface diving ○ Rotation

Unit 210: Coaching Competitive Swimming Practice in Learn-to-Swim Programmes

Unit code: R/615/7657

RQF level: 2

Aim

As swimmers become more advanced, they require training for further progress in their swimming and aquatic journeys. The transition for swimmers from the learn-to-swim programme to a swimming club programme is important; most important is that the quality of a swimmer's technique should be maintained and developed further. This should be supported by the enhancing of their skills.

The unit aim is to develop the learner's ability to coach children in advanced swimming within a learn-to-swim programme environment.

The purpose of this unit is to develop the principles and practice of teaching competitive swimming to children. The learner will develop their knowledge and practice of the four competitive strokes, and a range of skills. They will be able to deliver planning, sessions and evaluation effectively, and in accordance with the standards of ASA Aquatic Skills Stages 8 – 10 Competitive Swimming. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria:
	To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of competitive swimming	<ul style="list-style-type: none">1.1 Demonstrate a knowledge of the current ASA competitive swimming awards and how this links to the core aquatic skills1.2 Explain a range of competitive starts1.3 Describe a range of competitive turns1.4 Demonstrate knowledge of the four competitive strokes, styles, variations and drills1.5 Explain how to operate lessons safely
LO2 Be able to plan, deliver and evaluate competitive swimming sessions in a learn to swim environment	<ul style="list-style-type: none">2.1 Produce two contrasting schemes of work on teaching competitive swimming2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group

	2.3	Plan, carry out and evaluate two sessions covering a range of skills
	2.4	Deliver sessions that are safe, effective and where learners make suitable progress
	2.5	Evaluate as to the effectiveness of the teaching, reviewing the strengths and weaknesses

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Aquatic Skills Framework Stages 8 – 10 for Competitive Swimming and ADSP
Practical Content: Entries	<ul style="list-style-type: none"> ○ Competitive Starts (e.g. grab, track and wind up)
Strokes	<ul style="list-style-type: none"> ○ Front Crawl; Back Crawl; Breaststroke, Butterfly and Individual Medley (drills and activities)
Skills	<ul style="list-style-type: none"> ○ Turns (Front Crawl; Back Crawl; Breaststroke; Butterfly) ○ Underwater phase (Streamline kick) ○ Relay take-over

Unit 211: Teaching Synchronised Swimming Practice in Learn to Swim Programmes

Unit code: Y/615/7658

RQF level: 2

Aim

Synchronised swimming is a sport that combines swimming, dance and gymnastics together. In an integrated learn-to-swim programme, swimmers are introduced synchronised swimming, and experience it first-hand. This aids their further preparation for the swimming and aquatic journey. As such, the transition for swimmers from the learn-to-swim programme to a synchronised swimming club programme is important.

The unit aim is to develop the learner's ability to teach synchronised swimming to children within a learn-to-swim programme environment.

The purpose of this unit is to develop the principles and practice of teaching synchronised swimming to children. The learner will develop their knowledge and practice of synchronised strokes and a range of skills. They will be able to deliver planning, sessions and evaluation effectively, and in accordance with the standards of ASA Aquatic Skills Stages 8 – 10 Synchronised Swimming, and appropriate STA awards. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of synchronised swimming	1.1 Demonstrate a knowledge of two contrasting learn-to-swim awards for synchronised swimming 1.2 Explain a range of head and feet first entries 1.3 Describe a range of synchronised swimming strokes 1.4 Describe a wide range of suitable skills practices and 1.5 Describe a basic range of synchronised swimming figures practices and activities 1.6 Create three different synchronised swimming routines
LO2 Be able to plan, deliver and evaluate synchronised swimming sessions in a learn-to-swim environment	2.1 Produce two contrasting schemes of work on teaching synchronised swimming 2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group 2.3 Plan, carry out and evaluate two sessions covering a range of skills

	2.4	Deliver sessions that are safe, effective and where learners make suitable progress
	2.5	Evaluate as to the effectiveness of the teaching, reviewing the strengths and weaknesses

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Aquatic Skills Framework Stages 8 – 10 for Synchronised Swimming and core aquatic skills ○ STA Skill Development Synchro Taster Awards 1 and 2
Practical Content: Entries	<ul style="list-style-type: none"> ○ Head first (e.g. plunge dive) and feet first (e.g. step in)
Strokes	<ul style="list-style-type: none"> ○ Synchro Backstroke; Breaststroke and variations ○ Side flutter kicking
Skills	<ul style="list-style-type: none"> ○ Floating (Back layout); ○ Sculling (Head first; feet first; support; torpedo; canoe; Dolphin) ○ Treading water (Eggbeater) ○ Figures (Tub; oyster; Marlin; split and single Ballet leg; bent leg; Isle of Man; Inverted and normal Crane) ○ Rotation (Back tuck and forward somersaults) ○ Surface diving (Head and feet first, swim through a ○ Creating sequences for different abilities

Unit 212: Teaching Water Polo Practice in Learn to Swim Programmes

Unit code: D/615/7659

RQF level: 2

Aim

Water polo is a sport that combines swimming and controlling a ball together. An integrated learn-to-swim programme provides swimmers with an opportunity to be introduced to and experience water polo. This aids their further preparation for the swimming and aquatic journey. As such, the transition for swimmers from the learn-to-swim programme to a water polo club programme is important.

The unit aim is to develop the learner's ability to teach water polo to children within a learn-to-swim programme environment.

The purpose of this unit is to develop the principles and practice of teaching water polo to children. The learner will develop their knowledge and practice of water polo strokes and a range of skills. They will be able to deliver planning, sessions and evaluation effectively, and in accordance with the standards of ASA Aquatic Skills Stages 8 – 10 Water Polo, and appropriate STA awards. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria:
	To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of water polo	<ul style="list-style-type: none">1.1 Show a knowledge of two contrasting learn-to-swim awards for water polo1.2 Show a range of water polo swimming strokes1.3 Show a range of suitable treading water and rotation practices and activities to develop skill1.4 Show a basic range of controlling a ball in the1.5 Show a range of passing, catching and shooting a ball practices and activities to develop skill1.6 Perform how to construct games for different abilities
LO2 Be able to plan, deliver and evaluate water polo sessions in a learn-to-swim environment	<ul style="list-style-type: none">2.1 Produce two contrasting schemes of work on teaching water polo2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group2.3 Plan, carry out and evaluate two sessions covering a range of skills

	2.4	Deliver sessions that are safe, effective and where learners make suitable progress
	2.5	Draw conclusions as to the effectiveness of the teaching, reviewing the strengths and weaknesses

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Framework Stages 8 – 10 for Water Polo ○ Core aquatic skills ○ STA Skill Development Water Polo Taster Award
Practical Content – Strokes	<ul style="list-style-type: none"> ○ Front Crawl (face in; head up; flutter kick swings) ○ Water Polo Back Crawl (including Breaststroke legs)
Skills	<ul style="list-style-type: none"> ○ Controlling a ball (pick up a ball from underneath the water; with the same hand and different hands; swim with the ball and dribble) ○ Passing and catching a ball (to partner with control Different combinations of hand technique) ○ Shooting (pick up a ball; shoot at a goal) ○ Rotation (change direction; being vertical) ○ Treading Water: Eggbeater (static; moving; changing different directions; lifting high out of the water) ○ Play mini polo and water polo games

Unit 213: Teaching Diving Practice in Learn to Swim Programmes

Unit code: R/615/7660

RQF level: 2

Aim

Diving is a sport that is focused on vertical entry into the water. An integrated learn-to-swim programme provides swimmers with the opportunity to be introduced to and experience diving. This aids the swimmer in their further preparation on the swimming and aquatic journey. Accordingly, the transition for swimmers from the learn-to-swim programme to a diving club programme is important.

The unit aim is to develop the learner's ability to teach diving to children within a learn-to-swim programme environment.

The purpose of this unit is to develop the principles and practice of teaching diving to children. The learner will develop their knowledge and practice of diving skills. They will be able to deliver planning, sessions and evaluation effectively, and in accordance with the requirements of ASA Aquatic Skills Stages 8 – 10 Diving, and appropriate STA awards. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of diving practice be able to plan, deliver and evaluate diving practice sessions in a learn-to swim environment	1.1 Evaluate two contrasting learn-to-swim diving awards 1.2 Explain a range of feet first entries into the water 1.3 Describe a range of head first entries into the water 1.4 Describe a range of floating and push and glide practices and activities 1.5 Describe a range of suitable rotation and somersaults practices and activities 1.6 Explain how to maintain a safe environment
LO2 Be able to plan, deliver and evaluate diving sessions in a learn-to-swim environment	2.1 Produce two contrasting schemes of work on teaching diving 2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group 2.3 Plan, carry out and evaluate two sessions covering a range of skills

	2.4	Deliver sessions that are safe, effective and where learners make suitable progress
	2.5	Evaluate as to the effectiveness of the teaching, reviewing the strengths and weaknesses

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Aquatic Skills Framework Stages 8 – 10 for Diving
	<ul style="list-style-type: none"> ○ Core aquatic skills ○ STA Skill Development Diving Taster Award
Practical Content – Entries	<ul style="list-style-type: none"> ○ Jumps (forward and backward; straight, tuck; and arm swings) ○ Head first (sitting; kneeling; squat; crouch; lunge; sitting pike line up; pike fall; crouch forward)
Skills	<ul style="list-style-type: none"> ○ Floating (stretched position; pike) ○ Push and glide (Front and back with hands grabbed and twist recover an object; spring up in to the air; back ○ Rotation and somersaults (forward; straight; pike; into finish upright; tuck roll forwards and backwards)

Unit 214: Teaching Survival and Lifesaving Practice in Learn to Swim Programmes

Unit code: Y/615/7661

RQF level: 2

Aim

The ability to survive in an open water situation (and ‘live to tell the tale’) is a critical life skill. Lifesaving is the ability to save another person’s life in the water. An integrated learn-to-swim programme provides swimmers with an opportunity to be introduced to and experience lifesaving. This aids their further preparation on the swimming and aquatic journey. As such, the transition for swimmers from the learn-to-swim programme to a lifesaving programme is important.

The unit aim is to develop the learner’s ability to teach survival and basic lifesaving skills to children within a learn-to-swim programme environment.

The purpose of this unit is to develop the principles and practice of teaching survival and basic lifesaving to children. The learner will develop their knowledge and practice of survival and basic lifesaving skills, and they will be able to deliver planning, sessions and evaluation effectively. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of survival and lifesaving	1.1 Evaluate two contrasting learn-to-swim awards for survival 1.2 Explain how to conduct lessons safely 1.2 Explain how to entry and exits the water safely 1.3 Describe a range of suitable strokes and skills for survival and lifesaving activities 1.4 Demonstrate a range of land and water based rescues 1.5 Describe the different types of recognising a casualty in 1.6 Demonstrate how to safely rescue an unconscious
LO2 Be able to plan, deliver and evaluate survival and lifesaving sessions in a learn-to-swim environment	2.1 Produce a scheme of work each for teaching survival and lifesaving 2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group

	2.3	Plan, carry out and evaluate two sessions covering a range of skills
	2.4	Deliver sessions that are safe, effective and where learners make suitable progress
	2.5	Evaluate as to the effectiveness of the teaching, reviewing the strengths and weaknesses

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Water Safety and Survival Awards ○ STA Seal awards ○ organisation lessons safely (Circuit and waves; use of the Explanation, Demonstration, Imitation and Practice model)
Practical Content – Entries	<ul style="list-style-type: none"> ○ Swivel; slide in; jumps (pencil; straddle; step in)
Strokes	<ul style="list-style-type: none"> ○ Front Crawl (face in and head up) ○ Breaststroke ○ Side Stroke ○ Lifesaving Backstroke
Skills	<ul style="list-style-type: none"> ○ Floating: (horizontal and vertical) ○ Treading water and rotation (arms in and out of the change direction; turning 360 degrees); Surface diving (Head first and Feet first) ○ Submerging and swimming under water ○ Rotation ○ HELP and Huddle positions ○ Land based rescues: (shout and signal; reach; throw) ○ Water based rescues: (Wading; extended aim tow) ○ Initiative rescue ○ Exit (climb out)

Unit 215: Teaching Swimming Practice to Adults in Learn to Swim Programmes

Unit code: D/615/7662

RQF level: 2

Aim

In the UK, the number of adults wanting to learn to swim continues to increase. Teaching adults requires a different style and approach to methodology. Some adults will have several barriers that may limit or prevent them from participating. Therefore, it is important for swimming teachers to appreciate the factors that affect adults, and be able to adapt their teaching practice accordingly.

The unit aim is to develop the learner's ability to teach swimming to adults in a learn-to-swim programme.

The purpose of this unit is to develop the principles and practice of teaching adults in accordance with the requirements of nationally recognised learn-to-swim awards schemes for adults. The learner will develop their knowledge and practice of modified swimming strokes and skills for adults. Learners will be able to deliver planning, sessions and evaluation effectively. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of teaching adults in swimming programmes	1.1 Evaluate two contrasting adult learn-to-swim awards 1.2 Explain how to conduct lessons safely 1.3 Describe how adults learn, the barriers take may prevent from participating and strategies to overcome these 1.4 Explain how to adapt lessons to suit teaching methods teaching from the children 1.5 Describe a range of suitable strokes and skills and show different ways of modifications to aid the adults' progress
LO2 Be able to plan, deliver and evaluate in a learn-to-swim environment	2.1 Produce two scheme of works each for teaching adults 2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group 2.3 Plan, carry out and evaluate two sessions covering a range of skills

	2.4	Deliver sessions that are safe, effective and where learners make suitable progress
	2.5	Evaluate as to the effectiveness of the teaching, reviewing the strengths and weaknesses

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Adult Framework ○ STA Adult Awards ○ organisation lessons safely (support; area roped off) ○ Adult learning (physical and psychological barriers; success; methods of teaching)
Practical Content – Entries	<ul style="list-style-type: none"> ○ Swivel: slide in: jumps
Strokes	<ul style="list-style-type: none"> ○ Front Crawl ○ Breaststroke ○ Breaststroke ○ Butterfly
Skills	<ul style="list-style-type: none"> ○ Non-swimmer (movement; submersion; getting feet of pool bottom; regaining feet; floating; push and glide) ○ Sculling (stationary, feet first and head first) ○ Treading water; Rotation ○ Surface diving (Head first and Feet first) ○ Exit (climb out)

Unit 216: Teaching Practice for Adults Transitioning to a Masters Swimming Programme

Unit code: H/615/7663

RQF level: 2

Aim

As adults become more advanced in their swimming, some may wish to continue with their swimming in a masters swimming programme. The quality of their stroke technique and stamina are crucial for their success in this.

The unit aim is to develop the learner's ability to teach adult swimmers (aged 16+) to prepare them for the transition to a masters swimming programme.

The purpose of this unit is to develop the principles and practice of advanced swimming teaching for adults. The learner will develop their knowledge and practice of the four competitive strokes and a range of skills. They will be able to deliver planning, sessions and evaluation effectively, and in accordance with the requirements of national learn-to-swim schemes. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of adults swimming moving towards a masters swimming programme	1.1 Demonstrate a knowledge of the how adults learn and the factors that affect adults swimming 1.2 Describe a range of starts 1.3 Describe a range of turns 1.4 Demonstrate the knowledge of the four competitive strokes, stroke styles, variations and drills 1.5 Explain knowledge of developing technique and stamina for preparation of the masters' environment 1.6 Explain how to operate a safe environment
LO2 Be able to plan, deliver and evaluate competitive swimming sessions in a learn to swim environment	2.1 Produce one contrasting schemes of work on teaching advanced adult swimmers 2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group 2.3 Plan, carry out and evaluate two sessions covering a range of skills

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| | 2.4 | Deliver sessions that are safe, effective and where learners make suitable progress |
| | 2.5 | Evaluate as to the effectiveness of the teaching, reviewing the strengths and weaknesses |

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ Adaptation of ASA Aquatic Skills Framework Stages 8 – 10 for competitive swimming and ADSP for adults ○ Developing technique, stamina and speed
Practical Content: Entries	<ul style="list-style-type: none"> ○ Competitive Starts (e.g. grab, track and wind up)
Strokes	<ul style="list-style-type: none"> ○ Front Crawl; Back Crawl; Breaststroke, Butterfly and Individual Medley (drills and activities)
Skills	<ul style="list-style-type: none"> ○ Turns (Front Crawl; Back Crawl; Breaststroke; Butterfly) ○ Underwater phase (Streamline kick)

Unit 217: Teaching Swimming Practice to People with Disabilities

Unit code: K/615/7664

RQF level: 2

Aim

Whether they are learning, social and emotional, physical, psychological or otherwise, disabilities can sometimes limit or inhibit an individual's participation in swimming. The purpose of swimming teaching is to integrate and include swimmers with disabilities into mainstream lessons, wherever appropriate. Should this not be possible, however, it is important for swimming and aquatics teachers to be able to deliver specific lessons to people with disabilities.

The unit aim is to develop the learner's ability to teach swimming to children and adults with disabilities.

The purpose of this unit is to develop confidence and skills when teaching people with disabilities. The learner will develop their knowledge of legislation, and adaptation or modification to teach strokes and skills, taking into consideration the specific needs of individuals. They will be able to deliver planning, sessions and evaluation effectively, and in accordance with the requirements of national learn-to-swim schemes. Furthermore, post-course planning, teaching and evaluations will be required as part of the evidence gathered.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of teaching swimming to people with disabilities	<ul style="list-style-type: none">1.1 Evaluate two contrasting learn-to-swim awards for people with disabilities1.2 Describe the importance of integrating people with disabilities into mainstream swimming lessons, where appropriate1.3 Describe some of the barriers that may prevent people with disabilities participant in lessons and suggest practical ways to overcome these issues1.3 Explain how to support swimmers entering and exiting the swimming pool safely1.4 Explain how to support swimmers in the water1.5 Describe how to adapt your use of visual and verbal communication to swimmers with a specific disability

	1.6 Explain how to accommodate swimmers with physical, learning, sensory and multiple (profound) swimmers into the lessons
LO2 Be able to plan, deliver and evaluate in a learn to swim environment for people with disabilities	<p>2.1 Produce two scheme of works each for teaching people with disabilities</p> <p>2.2 Plan, deliver and evaluate a series of four linked sessions linked to one of the schemes of work, demonstrating progressive activities, suitable to the needs of the group</p> <p>2.3 Plan, carry out and evaluate two sessions covering a range of skills</p> <p>2.4 Deliver sessions that are safe, effective and where learners make suitable progress</p> <p>2.5 Evaluate as to the effectiveness of the teaching, reviewing the strengths and weaknesses</p>

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ ASA Awards and STA Awards (e.g. Rockhopper series) ○ organisation lessons safely ○ Legislation and categories of disabilities (including physical, learning, sensory and multiple profound)
Practical Content – Entries	<ul style="list-style-type: none"> ○ Safe entries (supported and unsupported)
Skills	<ul style="list-style-type: none"> ○ Non-swimmer (movement; submersion; getting feet of pool bottom; regaining feet; floating; push and glide) ○ Sculling and rotation ○ Exit (supported and unsupported)

Unit 218: Principles of Swimming Participation for Improving Wellbeing and Mental-Health

Unit code: M/615/7665

RQF level: 2

Aim

Mental health issues affect 1 in 4 people in the UK. It affects both children and adults, causing social, emotional and psychological disabilities, all of which can limit or inhibit an individual's participation in swimming. It is important for swimming and aquatics teachers to be able to deliver holistic lessons / sessions that will encourage participation to people with mental health problems.

The unit aim is to develop the learner's ability to both understand and teach swimming to children and adults with mental health issues.

The purpose of this unit is to develop understanding and confidence when teaching people with mental health issues. The learner will develop their knowledge and understanding of mental health issues and be able to adapt and modify teaching environments to best consider the specific needs of individuals. They will be able to identify close links between disability teaching and mental health participants.

This unit is available as part of the Level 2 and Level 3 qualification suite. It is also available separately as a stand-alone unit, subject to the same pre-requisites for the Level 2 programmes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles of swimming participation for improving wellbeing and mental-health	1.1 Define the terms 'wellbeing' and 'mental-health' 1.2 Explain the benefits of participating in sport in promoting positive wellbeing 1.3 Explain the benefits of participating in swimming in improving positive wellbeing 1.4 Describe different types of mental health, outlining some of the signs and symptoms 1.5 Explain how to recognise early identification of people potentially suffering from mental health 1.6 Outline specific swimming activities to promote wellbeing and mental health 1.7 Explain what potential additional resources may be required to promote safe and effective swimming lessons

1.8 Describe where to signpost for additional help, support and guide individuals.

Delivery and Assessment Guidance

Area:	Technical Syllabus: To achieve each outcome a learner must cover the range of the content:
Knowledge and awareness	<ul style="list-style-type: none"> ○ Types of mental health such as: anxiety, panic attacks; ○ Bipolar disorder; (BDD) Body dysmorphic disorder; ○ (OCD) obsessive-compulsive disorder; Eating disorders ○ Addiction; Phobia's; Paranoia; Personality disorders ○ (PTSD) Post traumatic stress disorder; Postnatal Stress and self-esteem ○ Recognition of children, young adolescence and adults ○ Effect of swimming and exercise in mental health and well-being