



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 4 Diploma in Leading and Developing 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 4 Diploma in Leading and Developing Teaching Swimming and Aquatic Programmes (603/1760/7)

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualifications 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 programmes 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 Diploma is accredited at Level 4. Completing the Diploma has a credit value and can offer progression and exemption to other qualifications including those from Qualifi or one of our University partners as part of a **Foundation Degree**.

2.2 Rationale for the Diploma

The rationale of the programme is to provide a career path for learners who wish to develop their teaching capabilities within the aquatic sector. The outcome of the Diploma, which are recognised UK Qualifications, 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 Diplomas 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 Diploma

The programme offered provide the opportunity for individuals to forge a career in swimming teaching by seeking a greater knowledge, understanding and teaching practice in the leisure and swimming industry, and to support the individual's development into senior positions. The programme aims for the following:

1. To strengthen the learners' levels of knowledge, skills and experiences to deliver a higher quality of swimming and aquatics teaching
2. To develop the learner's ability to lead and manage the work of others in the workplace
3. 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 Diploma

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

Purposes:

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 and for access to higher education

2.2 Develop knowledge and/or skills in a swimming and aquatics teaching, including updating their knowledge and skills

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.

Entry to the qualification will be through centre interview (normally this should include portfolio of work put together) and learners **will normally be expected** to hold the following a Level 3 Diploma in Teaching Practice in Swimming Teaching and Aquatics (or be given exemption) to be accepted on to the Level 4 programme. The requirements include:

- be at least 18 years of age at the time of registration for the qualification
- must hold Level 3 academic qualifications (equivalent or higher)
- must hold the Amateur Swimming Association (ASA) or Safety Training Awards (STA) Level 2 Certificate in Teaching Swimming / Aquatics
- must be or previously lead a learn-to-swim programme to complete the elements of the units
- have literacy and numeracy at least Level 2 to function on this programme
- referees from the employer (or equivalent) are positive and demonstrate teaching is recognised to be of a quality standard
- the intellectual capability to study and ability to produce a portfolio of evidence.

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 Diploma in Leading and Developing Teaching Swimming and Aquatic Programmes is a Level 4 Qualification.

All units are range from 3 to 6 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 learner 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 4 Diploma in Leading and Developing Teaching Swimming and Aquatic Programmes

To gain the Level 4 Diploma, learners must achieve Units 401, 402, 303, 304, 305, 406, 319, 420 and 321 to a value of TQT of 450 hours and equates to 45 credits.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
Unit 401	Principles of Leading and Managing Teaching in Swimming and Aquatic Environments	4	60	6	42
Unit 402	Principles of Learning and Teaching in Swimming and Aquatic Environments	4	50	5	42
Unit 303	Leading Learning and Teaching Practice in Swimming and Aquatic Environments	3	40	4	26
Unit 304	Understanding the Principles and Practices of Assessment	3	40	4	24
Unit 305	Developing Customer Care Practice in an Aquatic Environment	3	50	5	30
Unit 406	Leading Professional Development Practice in Swimming and Aquatic Environments	4	50	5	27
Unit 319	Assess occupational competence in the work environment	3	50	5	33
Unit 420	Developing Research Enquiry Practice	4	50	5	30
Unit 321	Principles of Leading and Managing a Swimming Programme	3	60	6	45

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 4 Diploma** will allow progress to:

- a QUALIFI Level 5 related qualification; or
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

4.5 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 learners 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 learner-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

Unit TSA401: Principles of Leading and Managing Teaching in Swimming and Aquatic Environments

Unit code: L/615/7542

RQF level: 4

Aims

The Leadership and management of an organisation at all levels are critical in the strategic direction and development of any organisation. Understanding the principles of Leadership and Management, with the ability to apply successfully to the workplace environment is important in driving change, key priorities and actions.

The unit aim is to strengthen the learner's knowledge, skills and understanding in leadership and management. Subsequently learners are to utilise the principles and apply into practice within the context of their role within the workplace.

The development of this leadership and management unit will enable learners to critically analyse and around key principles of leadership. Change in the workplace can be perceived as daunting and cause potential issues for the learner; therefore, it is essential to understand how to manage change and apply into practice, with a smooth transition from one element to another. Learners will explore the theories between leadership and the management theory. This will then help them to reflect on different leadership skills and styles. In addition, learners will explore managing change. It is expected that the learners will then apply the leadership in their role within the workplace.

For this purpose, learners should be in a swimming leadership role in an aquatic environment. The responsibilities of the role should focus on improving the quality of teaching and learning within the centre and for an area of the development plan. Evidence should be collected from a range of sources, including policies and procedures, action plans, meetings and any other observations. Critical reflection and evaluation of the role will be required for this level. The period should be between 6 – 12 months, so that the candidate can measure impact of the candidate's actions.

Where appropriate, some elements of the other units can be incorporated, in a holistic integrated approach. For example:

- Unit 303: Leading Learning and Teaching Practice in Swimming and Aquatic Environments
- Unit 305: Developing Customer Care Practice in an Aquatic Environment
- Unit 404: Leading Professional Development Practice in Swimming and Aquatic Environments.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Analyse the roles, responsibilities and skills of swimming aquatic, swimming teachers and swimming coaches	1.1 Critically compare the role and responsibilities of swimming teacher and coaches operating at different levels of certification 1.2 Evaluate how the values and beliefs may affect their identify as a swimming teacher 1.3 Analyse the different levels of formal swimming training qualifications and professional development in promoting effective teaching and coaching 1.4 Define and evaluate the knowledge, skills and qualities of a world class swimming teacher 1.5 Evaluate the effectiveness of the teaching workforce in your workplace on their abilities to carry out the roles 1.6 Draw conclusions on the importance of critical evaluation and reflection in the practice of the teacher
LO2 Research current theories, models and principles of leadership	2.1 Evaluate the differences between leadership and management in the workplace 2.2 Evaluate on different leadership theories models and principles 2.3 Discuss how to establish a culture of trust, respect and professionalism 2.4 Evaluate the impact of how a leader can lead the team in meeting the objectives of the organisation's objectives 2.5 Evaluate the sports and education sectors in the use of what leadership styles may be most suited to them.
LO3 Understand and plan for managing change in the place of work	3.1 Review the change management process 3.2 Evaluate models of change and the impact within the workplace 3.3 Evaluate the importance of communicating the change across the organisation is essential effectively to facilitate change more rapidly 3.4 Produce a plan that prepare the organisation for change and support implementation 3.5 Monitor and evaluate the change implementation 3.6 Review the successes and/or failures of the change process.
LO4 Strategically lead the development of the learn-to-swim programme in your workplace	4.1 Evaluate the effectiveness of the work undertaken against the organisation's action plan in your workplace 4.2 Justify the effectiveness of the actions undertaken in the workplace to improve the quality of teaching 4.3 Critically reflect on your communication and customer care with different stakeholders

Unit TSA402: Principles of Learning and Teaching in Swimming and Aquatic Environments

Unit code: H/615/7646

RQF level: 4

Aims

Research suggests that the teacher's subject knowledge and having a detail knowledge and awareness of the principles of learning, apply to their practice and the ability to critically reflect will be important as well. The success to swimmers' successes is highly dependent of the quality of the teaching.

The unit aim is to enhance and critically develop the learner's knowledge and understanding of what makes highly effective learning and teaching. Secondly, it is the application and the development of other teachers.

It covers five areas:

- Learning and teaching principles
- Swimming structures and systems
- Swimming technical knowledge
- Plan, implement, assess and evaluate
- Organisation.

The principles of effective teaching will be explored from an educational perspective, deepening the learner's knowledge. Combined with a strengthened pedagogical approach to how children and adults learn, the learner will develop a greater awareness of the swimming structures, schemes and policies within England (or their respective country). It is essential that the aquatic journeys of children and adults are sign-posted, to enable them to carry on.

Learners will deepen their technical knowledge of swimming strokes and skills. The ability to understand quality practice for an advanced teacher is essential. The learner's enhanced ability to plan, implement, assess and evaluate sessions is essential in ensuring that swimmers make strong progress in lessons, and over time. Finally, training will cover the different elements of organisation: management of time, space, learner behaviour, and the ability to learn in a group, to maximise learning.

When integrating these elements together, the greater knowledge and understanding that they provide teachers with will enable them to become more effective in the workplace. Evidence should be collected from written or standardisation assessment tasks, and any other tasks.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Investigate the principles of effective learning and teaching	1.1 Evaluate theories of learning and motivation and how these may impact on children and adult 1.2 Analyse different types of questioning techniques and provide specific workplace examples for teaching purposes 1.3 Critically evaluate teaching methods highlighting the most effective in the context of teaching swimming 1.4 Reflect on the importance of growth mindset, goal setting, and the different types and use of feedback
LO2 Examine the importance of swimming structure and systems	2.1 Evaluate two national learn-to-swim frameworks critically reviewing the effectiveness of both schemes concluding on recommendations for implementation or change 2.2 Evaluate British Swimming systems / structures in promoting competitive swimming and how these apply to the workplace setting
LO3 Critically analyse the systems for promoting safe and efficient aquatic environment	3.1 Evaluate how safeguarding, health and safety legislation affects the aquatic environment and the impact on providing quality swimming and aquatic lessons 3.2 Evaluate the use of time and organisation on the different types of swimming lesson 3.3 Evaluate the methods in promoting positive and negative, behaviour and dealing with sanctions 3.4 Review the use of additional support staff in lessons and making recommendations for the use of work
LO4 Investigate the significance of high-quality planning, teaching and assessment within swimming and aquatic lessons	4.1 Evaluate the use of different ability grouping in promoting effective learning 4.2 Evaluate the importance of critical reflective of self and the practice of other peers 4.3 Analyse the importance of using assessment information and data to inform planning, teaching and learning 4.4 Critically review on the assessment practice of the swimming teaching in the workplace 4.5 Produce recommendations for improving the practice of assessment in the workplace
LO5 Analyse the technical swimming and have aquatic technical knowledge	5.1 Evaluate an effective level of knowledge and understanding of the technical requirements 5.2 Apply an effective understanding of the mechanics of the competitive strokes and a range of skills 5.3 Evaluate a detailed range of practices, faults and corrections

and how to **effectively** correct the strokes and skills

5.4 Demonstrate **effective** knowledge of how to teach at least three abilities of swimmers.

5.5 Integrate effective knowledge of creating fun based activities to enhance learning.

5.6 Accurately analyse competitive strokes and skills, making well throughout suggestions for improvement.

5.7 Reflect effectively upon the teaching practice, making Some connection and applying theory into practice

5.8 The teacher has an **effective** ability to reflect upon the teaching practice, making some connections and applying theory into practice

Delivery and Assessment Guidance

LO5 will be assessed through a written knowledge paper consisting of video analysis, written responses approved by Qualifi. The assessment is to be assessed by the nominated assessor appointed by Qualifi. Candidates receiving 70% or more can be awarded distinction.

Unit TSA 303: Leading Learning and Teaching Practice in Swimming and Aquatic Environments

Unit code: T/6157649

RQF level: 3

Aims

Effective teaching guides children and adults to learn effectively. Research suggests that strong subject and pedagogy knowledge, when combined with quality of instruction (such as questioning with the use of assessment), are significant attributes of the impact of teaching on the outcomes of learners. A teacher's ability to deliver quality teaching in swimming and aquatics sessions is essential in everyday learning.

An advanced practitioner must be able to apply strong pedagogical practice, and can model and deliver effective swimming sessions. In addition, they must be able to lead and share their expertise with other colleagues.

The unit aim is to develop the learner's knowledge, skills and understanding in leading and delivering highly effective swimming sessions. It has four parts:

- Planning and Evaluation
- Teaching and Learning
- Modelling Quality Practice
- Quality Use of Assessment .

The purpose of this unit builds on the knowledge and practice gained from Unit 2. This unit primarily focuses on the practical nature of swimming and aquatics teaching in the workplace. Learners will develop the ability to lead and model episodes of learning for other colleagues.

For advanced teachers, effective planning requires a learner to consider and produce short-term (session planning) and medium-term (scheme of work) plans. It is the responsibility of swimming and aquatic co-ordinators to develop long-term planning elements for all staff. Learners will then be required to teach high-quality lessons to promote their learning and achievement of quality progress.

In addition, the learner will learn and can model high-quality practice in imparting their knowledge of competitive swimming strokes and skills; they will also be able to lead suitable assessment tasks, and evaluate the practice of themselves and others. Evidence for this unit will include written documentation and observation.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand how to plan and evaluate swimming and aquatic sessions effectively	<p>1.1 Demonstrate an effective level of understanding of the principles of planning through the production of suitable schemes of work and planning</p> <p>1.2 Ensure the aims and objectives are clear and relevant to different groups of learners.</p> <p>1.3 Make sure the structure of activities is effective with suitable progression, meeting the needs of different groups of learners.</p> <p>1.4 Evaluate planning showing an effective level of detailed reflection, making detailed comments linking teaching to swimmers' learning and progress.</p> <p>1.5 Construct action plans have been structured and based on the detailed evaluation provided</p> <p>1.6* Meet the assessment for LO1 Distinction</p>
LO2 Understand how to deliver effective swimming and aquatic sessions and ensuring participants demonstrate effective learning and progress	<p>2.1 Demonstrate an effective level of preparation, presentation and delivery Ensuring the pool environment is set up</p> <p>2.2 Meet and greet the learners swiftly and punctually made to feel at ease and the register is taken</p> <p>2.3 Aims and objectives are communicated effectively in a learner, friendly way</p> <p>2.4 Swimmers are given an effective and safe introductory activity, in which swimmers are organised suitably in into at least relevant two ability groups.</p> <p>2.5 The main theme of the lesson is effectively delivered, with sequenced and challenging activities, that are taught in a progressive way, suitably related to the needs of the swimmers.</p> <p>2.6 The explanations and demonstrations are effectively given, with suitable teaching points.</p> <p>2.7 The teacher utilises a variety of questioning techniques to probe the learners into thinking about their learning</p> <p>2.8 The teacher's position is effective, so that the teacher is positioned in the corner appropriately</p> <p>2.9 Swimmers are effectively organised and the swimmer's behaviour throughout the lesson</p> <p>2.10 The transitions between sections are seamless.</p> <p>2.11 The teacher can provide quality feedback to the whole group and specific individual comments.</p> <p>2.12 The teacher effortlessly corrects the swimmers' stroke and/or skill, while some improvements are evident.</p>

	<p>2.13 Time is effectively allocated to each of the sections, enabling effective use of repetition.</p> <p>2.14 The contrasting activity is effectively delivered, with a good range of practices.</p> <p>2.15 Swimmers are safe throughout the lesson. The teacher debriefs the swimmers highlighting key strengths and areas for development.</p> <p>2.16 The swimmers leave the lesson safely and have made good progress.</p> <p>2.17 Swimmers demonstrate effective levels of motivation, concentration and behave throughout the lesson.</p> <p>2.18 The teacher uses the assistant or helper actively and effectively within the lesson.</p> <p>2.19* Meet the assessment for LO2 Distinction</p>
<p>LO3 Understand how to deliver quality teaching and learning practice to staff</p>	<p>3.1 The teacher provides effective reviewing planning documentations, with members of staff actively involving them and challenging the staff to make suitable and relevant changes.</p> <p>3.2 The delivery of the poolside modelling practice demonstrations are effective.</p> <p>3.3 There are well balanced levels of instruction, explanation and demonstration.</p> <p>3.4 Staff are effectively engaged and involved in the learning progress.</p> <p>3.5 There is effective stroke and skill analysis conducted with staff, which are detailed, accurate and develops the staff members' knowledge skill well.</p> <p>3.6 The teacher can give effective presentations.</p> <p>3.7 The structure is clear and effective with their effective use of voice, communication and audio visual aids. The audience is involved in the presentation.</p>
<p>LO4 Understand how to deliver quality assessment practice in teaching swimming and aquatics</p>	<p>4.1 The teacher is effective in conducting a baseline assessment, skilfully utilising the information to plan activities</p> <p>4.2 They monitor the swimmers consistently and effectively over time.</p> <p>4.3 The teacher is effective and accurate in their</p> <p>4.4 Assessment of the swimmer's progress against national standards.</p> <p>4.5 There is effective feedback and relatively detailed record keeping.</p> <p>4.6 They utilise this information to inform the planning of sessions.</p> <p>4.7 The teacher can write effective reports to parents on their child's progress, reviewing the areas for development, and</p>

suggest realistic actions to improve performance.

4.8 The teacher is **effective** in leading sessions in the practice of other teachers in their judgements of national standards, making sure teachers are provided with suitable feedback and practice is consistent.

4.9 The teacher is **effective** in observing, their colleagues accurately recording information.

4.10 They can provide an **effective** approach to eliciting feedback utilising suitable techniques with their colleagues.

4.11 Parents, carers and staff are highly supportive about the effectiveness of the teacher.

Delivery and Assessment Guidance

For all learner outcomes, in making the overall judgement, there must be evidence of assessment over two sessions.

For learner outcome 1: the evidence produced must include the following **four** requirements:

- Research for and create four schemes of work covering the range of abilities (i.e. non, beginner, improver and advanced) structured with aims and objectives; syllabus; outline week-to-week main theme, and contrasting activities
- Plan a series of six linked sessions (linked to two each of the schemes of work) and two non-linked session plans with a blend of delivery and teaching styles to include: meeting the participants' needs; the aims and objectives; suitable progressive activities; clear main theme and contrasting activities; a suitable concluding activity; assessment requirements of the stage and/or relevant organisation of the activities and timings for the level of the swimmer. For those learners completing the certificate and diploma level, they must include evidence of planning, delivery and evaluation for 75% of the optional units completed
- Carry out plans to cover the four competitive strokes and carry out plans to cover at least six skills (i.e. floating; sculling; treading water; surface diving; rotation; diving)
- Review the venue's risk assessment and implement it according to the activity
- If a learner is deemed to meet the optional criteria 1.6* then this would be equivalent of the achieving a distinction for this learning outcome

For learner outcome 2: the evidence produced will meet all **four** requirements:

- Normally teach at least three sessions on the course sessions, and be assessed at least once against the criteria. The assessed session should normally include a minimum of six pupils in the group. The learner should produce suitable planning for the sessions. Two teaching sessions of a minimum of 30 minute lessons, consisting of two different abilities, should normally be observed in the workplace by the appointed assessor

- At the time of submission, the learner should have evidence of teaching all four competitive strokes, and six skills (as indicated in unit 1)
- In addition to the assessor's observation, other evidence should include:
 - planning and evaluation of the lessons
 - assessment indicating the swimmer's current levels of attainment
 - discussions with the swimmers — ideally parents and other colleagues
 - any evidence from the optional units

The final assessment decision should be the aggregate of the two best observations and should take into consideration the evidence (from no.3) from the optional units, to best fit a holistic final mark. A maximum of five observations can be taken

- If a learner is deemed to meet the optional criteria 2.19* then this would be equivalent of the achieving a distinction for this learning outcome

For learner outcome 3: the evidence produced will meet all **four** requirements:

- Review at least two schemes of work, in conjunction with a member of staff, showing improvements made to practices in the workplace
- Carry out at least two pool demonstrations on aspect(s) of teaching practices with clear explanations, demonstrations and involvement of the staff
- Conduct at least one skill and stroke analysis with staff, demonstrating accurate technical knowledge and application
- Deliver at least one technical swimming presentation, enhancing participant(s)' knowledge and understanding

No. 2 to 4 can be achieved on the course. However, the appointed workplace assessor should normally be expected to see at least one of these. For the others, evidence should be available for the assessor to review, either from a desktop or on-site visit

For learner outcome 4: the evidence produced will meet all **five** requirements:

- The baseline of both classes, observed by the assessor in the workplace, must be made available
- Provide evidence of current classes' assessment and the swimmers' level of attainment
- Lead at least two sessions on improving and strengthening an accurate assessment with at least two colleagues. These sessions should review two contrasting abilities of swimmers
- Observe two colleagues teaching swimming and provide feedback. Show suitable evidence

- Provide evidence of writing reports to parents, guardians, or carers

Learning Outcomes and Assessment Criteria

- All learning outcomes must be achieved except 1.6 and 2.19
- If a learner is success in meeting **both** 1.6 and 2.19, they would be deemed to have achieved distinction for this unit.

LO1	Distinction level	<p>The schemes of work and session planning demonstrate an effective level of understanding of the principles of planning. The aims and objectives are clear and relevant to different groups of learners. There is an effective structure of activities with suitable progression for the different groups of learners. The planning demonstrates an effective level of meeting the needs of the vast majority learners. The evaluation of the planning shows an effective level of detailed reflection, making detailed comments linking teaching to swimmers’ learning and progress. The action plans have been structured and based on the detailed evaluation provided.</p>
LO2	Distinction level	<p>The teaching demonstrates an excellent level of preparation and creative presentation. The upper band of the marks will represent exemplary or potentially world-class teaching. The pool environment is prepared exceptionally well. The teachers meet and greet the learners swiftly and punctually. Swimmers are made to feel at ease and the register is taken. The aims and objectives are excellent and are personalised to the individual. Swimmers are given an excellent introductory activity, in which swimmers are organised suitably into at least three relevant ability groups. The main theme of the lesson is delivered, with excellent sequenced and challenging activities that are taught in a highly creative and progressive manner. They are related to different abilities of the learners. The explanations are highly effective and demonstrations are excellent. The teacher skilfully utilises a variety of questioning techniques to challenge the learners to think deeply about their learning. The teacher’s position is excellent and they utilise the corner position exceptionally well. Swimmers are exceptionally organised throughout the lesson, managing and modifying their behaviour. There is a fine balance of work and rest, repetitive practice and activities. Transitions between sections are seamless and no time is wasted. The teacher can provide excellent feedback to the whole group and comments individually. The teacher effortlessly corrects the swimmers’ stroke and/or skill, while improvements are evident. Time is used utilised exceptionally, in which the teacher provides skilful swimmers with opportunities to take responsibility for their learning, and learners recap their learning at points within the session. The contrasting activity is delivered with excellence. The practices are very well catered for, meeting the needs of</p>

		<p>the learners. Swimmers are safe throughout the lesson. The teacher debriefs the swimmers and utilises it to provide feedback in a succinct way. The swimmers leave the lesson safely and they have made excellent progress. Swimmers demonstrate excellent levels of motivation, concentration and behave throughout in the lesson. There is a buzz of excitement and swimmers are highly attentive and wanting to learn more. There are exceptionally strong relationships and a rapport between the teacher and the learner. The teacher uses the assistant or helper exceptionally well within the lesson, mentoring and supervising what they do.</p>
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Unit TSA 304: Understanding the Principles and Practices of Assessment

Unit code: K/615/7650

RQF level: 3

Aims

Assessment is a key feature of the development of a swimmer's learning and progress. The teacher candidate must be able to accurately assess learning against standards, and can provide feedback, recognising the need to probe through questioning. Whilst, the unit is primarily designed for candidates operating against assessing people for vocationally and/or course criteria for qualifications, the principles can be applied to the swimming and aquatic teacher.

The unit aim is to develop the learner's assessor's knowledge of the principles and practices of assessment in a learning and development context. This includes the purpose, preparation and the involvement of learners in assessment. The learner will explore how to make accurate and valid assessment decisions, with the need for quality assurance and standardisation purposes.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the principles and requirements of assessment	1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area
LO2 Understand different types of assessment method	2.1 Compare the strengths and limitations of a range of assessment methods regarding the needs of individual learners
LO3 Understand how to plan assessment	3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process
LO4 Understand how to involve learners and others in assessment	4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process

	<p>4.3 Explain how peer and self-assessment can be used</p> <p>4.4 Effectively to promote learner involvement and personal responsibility in the assessment of learning</p>
LO5 Understand how to make assessment decisions	<p>5.1 Explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> • sufficient • authentic • current <p>5.2 Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria • valid • reliable • fair
LO6 Understand quality assurance of the assessment process	<p>6.1 Evaluate the importance of quality assurance in the assessment process</p> <p>6.2 Summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>
LO7 Understand how to manage information relating to assessment	<p>7.1 Explain the importance of following procedures for the Management of information relating to assessment</p> <p>7.2 Explain how feedback and questioning contribute to the assessment process</p>
LO8 Understand the legal and good practice requirements in relation to assessment	<p>8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 Explain the contribution that technology can make to the assessment process</p> <p>8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 Explain the value of reflective practice and continuing professional development in the assessment process</p>

Unit TSA 305: Developing Customer Care Practice in an Aquatic Environment

Unit code: K/615/7651

RQF level: 3

Aims

Customer care is always essential and critical to the success of the business. This is a major determining factor, in which businesses can repeat and keep their customers happy and this leads to repeat business. The staff at all levels, have an obligation to demonstrate the ideal attributes, responding, relating and communicating with customers in a professional manner.

This unit develops learners about the customer care practice in an aquatic environment. There are areas of focus: communication; standards of operation and leading/developing practice.

Learners will explore their communicating skills. They will develop their knowledge and understanding of how to communicate effectively and how to provide the customer with what they want. There is a focus on the looking at the service provided from their own organisation and customer's perspective.

Learners will also investigate measurement of the performance (e.g. benchmark of standards) and how this affects the customer experience. They will also learn how to improve the services they offer.

Finally, the learners will apply the concepts in leading and managing the staff and themselves in a practical context. This can be linked to Unit TSA301 and TSA 303 in order to gain a holistic approach, bringing contextual learning.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understanding how communication skills meet and exceed the customer's needs in an aquatic environment	1.1 Explain how the different elements of verbal, non-verbal, listening and communication skills can enhance the customer experience 1.2 Explain different types of questions and justify how the questions can be used to support customer service operations 1.3 Explain how customer service meets the needs and expectations of different types of public sector customer 1.4 Describe examples of influencing, negotiating and persuasive skills and approaches that can assist in the improvement of service delivery appropriate to the role
LO2 Understand how effective customer service is measured and improve in an aquatic environment	2.1 Demonstrate the key principles in measuring, monitoring and evaluating the organisation's expectations 2.2 Demonstrate how to manage customer needs and Expectations 2.3 Explain how to adapt and respond to change to the local and government influences 2.4 Describe how to continuously improve standards of operation and the customer experience appropriate to your role 2.5 Demonstrate knowledge of organisational structures, policies and procedures as they apply to the role 2.6 Explain the current relevant legislation as this applies to the leisure industry
LO3 Be able to lead and manage self and others in promoting quality customer care	3.1 Evaluate different elements of teamwork contributing to effective customer service 3.2 Lead, take ownership and responsibility in promoting quality product(s), customer care and satisfaction. 3.3 Demonstrate ways of managing your team to improve a better quality of customer service 3.4 Demonstrate ways in responding to enquiries of the enrolment for the learn-to-swim programme 3.5 Evaluate the process when handling and dealing with different situations with customers.

Unit TSA 406: Leading Professional Development Practice in Swimming and Aquatic Environments

Unit code: A/615/7653

RQF level: 4

Aims

The leading of your own and others professional development aids is an integral part of the building individuals and teams, through growth and support. Whilst, the principles of mentoring and coaching are explored, learners will be expected to show an in-depth range of tools, skills and knowledge to actively support and develop colleagues in becoming a more skilled practitioner.

The unit aim is to develop the learner's knowledge, skills and understanding in leading professional development practice for other teachers and colleagues. It has three parts:

- professional practice
- mentoring and coaching
- strengthening individual and group performance

The purpose of this unit builds on the knowledge and practice gained from Units 1a, 2a and 3. This unit primarily focuses on the development of the individual and other colleagues. We will explore the key principles of professional practice development, including evaluating the best and poor practice for PD.

Learners will be required to mentor and coach other learners at a professional standard, critically reviewing and evaluating their effectiveness of their actions. Mentoring and coaching are evidently powerful tools in growing and supporting the performance of colleagues. Learners will apply the principles, and show clear evidence of improvement in their colleague's work. The improvement of group performance will be linked to Unit 1, in active duty (in a senior role at work, in improving the quality of practice. Evidence for this unit may include written documents, observation notes and/or recordings.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Develop a critical understanding personal and professional development	1.1 Research and analyse the purpose, and types of professional learning, and development as applicable to swimming and aquatic teachers / coaches 1.2 Critically reflect on your own previous and current professional development relating to the role, the team and the organisation 1.3 Produce and implement a personal action plan with suitable activities 1.4 Lead the professional development activities of staff based around their performance management and their personal development plans 1.5 Critically reflect and evaluate the strengths and weaknesses on the staff and own personal development 1.6 Make recommendations to the organisation's professional development activities
LO2 Understand the principles of mentoring and coaching	2.1 Evaluate the roles, responsibilities, communication skills and issues with mentoring and coaching 2.2 Critique the similarities and differences between mentoring and coaching in the workplace 2.3 Critically review the different skills for effective coaching and mentoring in the workplace 2.4 Analyse the most effective techniques, tools and models used for mentoring and coaching
LO3 Develop the professional practice of colleagues using mentoring and/or coaching	3.1 Plan and organise three people using mentoring and/or coaching sessions, a series of 8 – 12 hours, showing evaluation in the records and evidence 3.2 Record the barriers to mentoring and coaching, with the strategies utilised to overcome the elements 3.3 Analyse the carefully selected series of tools, techniques and models to assist a colleague in reaching their goals 3.4 Monitor and support the colleague working towards the development of goals 3.5 Critically review the effectiveness of the coaching and mentoring sessions
LO4 Understand how to improve the performance and practice of the team in your workplace	4.1 Analyse the characteristics in the development of teams 4.2 Using suitable evidence, review the strengths, weaknesses and expertise of the team members

- 4.3 Negotiate, devise and implement a personal action plan for each of your colleagues
- 4.4 Monitor their progress in meeting the plans
- 4.5 Observe their teaching and provide feedback individually
- 4.6 Critically reflect on the performance of individuals and the whole team

Unit TSA 319: Assess occupational competence in the work environment

Unit code: T/615/7666

RQF level: 3

Aims

This is the second part of Assessing Competence in the Work Environment. It is mandatory to complete Unit 4: Understanding the Principles and Practices of Assessment. Through gaining both units, this would be the equivalent of the Level 3 Award.

The aim of this unit is to assess the candidate's ability to carry out assessments of occupational competence in a work environment.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Be able to plan the assessment of occupational competence. of occupational competence	<p>1.1 Plan assessment of occupational competence based on the following methods:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning <p>1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner</p> <p>1.3 Plan the assessment of occupational competence to address learner needs and current achievements. Identify opportunities for holistic assessment</p>
LO2 Be able to make assessment decisions about occupational competence	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning <p>2.2 Make assessment decisions of occupational competence against specific criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and</p>

	Identified any further implications for learning, assessment and progression.
LO3 Be able to provide required information following the assessment of occupational competence	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of Assessment information</p>
LO4 Be able to maintain legal and Good practice requirements when assessing occupational competence	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare.</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p> <p>4.3 Evaluate own work in carrying out assessments of occupational competence</p> <p>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</p>

Delivery and Assessment Guidance

The candidate assessor will to assess two learners for this unit. The candidate assessors must be supported by an experienced qualified assessor and ideally have access to a mentor. The assessment decisions made by the candidate assessor must be countersigned by a qualified assessor. The assessment decisions concerning occupational competence, must be valid, fair and reliable assessment methods.

The candidate assessor must carry out at least two assessments of two learners' occupational competence (four assessments in total) producing relevant evidence. This occupational competence must not be in assessment itself. The evidence for this unit cannot derive from assessing another candidate assessor assessing someone else.

When the candidate must assess two learners, collecting a range of evidence for each learner. As a minimum, the performance evidence for the following assessment methods must cover:

- observation of performance in the work environment
- examining products of work
- questioning the learner

Other forms of evidence will be acceptable for the remaining assessment methods, e.g.:

- discussing with the learner
- use of others (witness testimony)

- looking at learner statements
- recognising prior learning

Simulations are not allowed for this unit.

The evidence assessed must be valid, authentic and sufficient evidence for all the assessment criteria. Wherever possible, a holistic assessment is encouraged. Therefore, one piece of evidence may meet the requirements of more than one learning outcome or assessment criterion.

Unit TSA 420: Developing Research Enquiry Practice

Unit code: A/615/7667

RQF level: 4

Aims

At Level 4, there is an importance to be able to conduct research. The ability to investigate into a specific area of interest and to be able to 'drill down', investigating into a specific area can be rewarding to the individual, but also powerful. This unit will focus on the qualitative research approach.

The aim of this unit is to develop the candidate's ability to carry out research enquiry, produce a paper and a presentation.

This unit will develop the skills to carry out research and include strengthening the investigative skills. This includes planning a piece of research; gathering and analysing data; reporting and presenting the findings and evaluation of the completed work. The focus of the research and evaluation of the findings rather than the quantity or type of data collected.

Assessment requirements

The candidate is required to investigate into an area of interest, that relates to workplace. This should be linked to a topic on swimming and aquatic environment. The report should be between 2000 – 3000 words and the presentation should be between 10 – 20 minutes, to an audience. This should be recorded (visually) and submitted for evidence as well.

Learning outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand how to plan a research enquiry	1.1 Evaluate the benefits of research in impacting on workplace practice 1.2 Justify the selected research topic and appropriate to purpose the learner and suitable for the aquatic environment 1.3 Plan and timetable is clearly defined and negotiated effectively 1.4 Research objectives are clear and suitable for purpose
LO2 Understand how to Implement a research enquiry	2.1 Use suitable reference systems to acknowledge relevant information appropriately 2.2 Ensure primary and secondary sources of information is correctly used and justified for a specified purpose 2.3 Extract data from a range sources comprehensively and

	<p>accurately</p> <p>2.4 Use a questionnaire is designed and used suitably</p> <p>2.5 Use interview(s) suitably and ethically</p> <p>2.6 Ensure the research plan is conducted fairly and accurately</p>
LO2 Understand how to evaluate and present a research enquiry	<p>3.1 Present a report in both written and graphic form that has a clear purpose</p> <p>3.2 Ensure the analysis and editing of data is presently precisely</p> <p>3.3 Draw conclusions from the information presented</p> <p>3.4 Design a poster presenting the key information about the research, analysis and findings</p> <p>3.5 Give a short oral presentation showing the prepared research poster</p>

Unit TSA 321: Principles of Leading and Managing Swimming Programmes

Unit code: F/615/7668

RQF level: 3

Aims

Successful leadership and management of any programme (whether a swim school or swimming club) is critical to the success of the business or organisation, irrespective of in the capacity of a paid or voluntary role. Making sure that there is clear direction from the leader who can inspire and lead others to ensure that the organisation is running viably, making profit and it is important that customers are satisfied.

The aim of this unit is to improve the candidate's knowledge, skills and experience in leading and managing swimming programmes. This may be the swimming co-ordinator for a Learn-to-swim programme, head of a development or assistant head coach, or a similar role.

For this unit, you will need to be in a leadership role (first-line or senior) to apply the knowledge and skills gained from learning outcomes 1 and 2. In addition, you should develop skills in critical reflection.

The candidate will explore key themes including legislation, finance, organisation, learning and development. Those learners with background experience in being a swim co-ordinator or swim coach in a leadership capacity are encouraged to reflect and sharpen their own develops needs, through reflection.

Assessment requirements

Learners will be required to complete at least a period of three months to measure the impact of your development plan and actions. In the event of changing roles, it is recommended that the minimum of three months (covering both posts) should still exist.

Learning outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1: Understand how to lead a swimming programme effectively	1.1 Create the vision and values for your section or area. 1.2 Explain how these principles align with your organisation 1.3 Demonstrate how to create annual training planning for your area or section 1.4 Conduct a SWOT analysis and construct a development plan for your area or section 1.5 Evaluate methods for the recruitment and retention of staff and swimmers
LO2: Understand how to manage a swimming programme effectively	2.1 Construct an appropriate budget for your area or section justifying income and expenditure. 2.2 Devise a purposeful marketing strategy to increase numbers of participants in your area or section 2.3 Create two contrasting job descriptions for roles you would line manage these people, justifying your decisions 2.4 Evaluate the importance of the use of policies and procedures, within your workplace and area
LO3: Be able to lead a swimming programme effectively	3.1 Implement and evaluate the annual training plan and relevant medium term planning. 3.2 Implement the marketing strategy, developing the publicity of your area or section 3.3 Conduct and evaluate performance management reviews, and observations of learning 3.4 Implement and evaluate your development plan reviewing the effectiveness of your actions. 3.5 Evaluate the impact of your leadership and management knowledge, skills and experience, making suggestions for improvements