



Level 3 Certificate 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 3 Certificate in Teaching Swimming and Aquatic Programmes (603/1759/0)

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 programmes that will provide relevant new skills and qualities.

It is envisaged that this programme 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 Certificate is accredited at Level 3. Completing the Certificate 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 for 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 Certificate, 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 Certificate 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 Certificate

The programme provides 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 course aims for the following:

1. To strengthen the learner's 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 Certificate

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, 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. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- Qualifi Level 3 Certificate in Teaching Practice in Swimming Teaching and Aquatics:
- be at least 18 years of age at the time of registration for the qualification
- Amateur Swimming Association (ASA) or Safety Training Awards (STA) Level 2 Certificate in Teaching Swimming / Aquatics
- teaching swimming experience of at least 12 months, delivering lessons to a full range of abilities and contexts
- 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
- it is required that the learners would 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)

QUALIFI Level 3 Certificate in Teaching Swimming and Aquatic Programmes

All units are in the 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 3 Certificate in Teaching Swimming and Aquatic Programmes

To gain the Level 3 Certificate, learners must achieve Units 301, 302, 303, 304, 305, 306, and optional units to a minimum value of TQT of 350 hours. This equates to 35 credits.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
301	An Introduction to Leading and Managing Teaching in Swimming and Aquatic Environments	3	50	5	30
302	An Introduction to Learning and Teaching in Swimming and Aquatic Environments	3	50	5	30
303	Leading Learning and Teaching Practice in Swimming and Aquatic Environments	3	40	4	26
304	Understanding the Principles and Practices of Assessment	3	40	4	24
305	Developing Customer Care Practice in an Aquatic Environment	3	50	5	30
306	An Introduction to Leading Professional Development Practice in Swimming and Aquatic Environments	3	50	5	27
Unit Reference	Optional Units	Level	TQT	Credits	
207	Teaching Swimming and Water Activities to Adults and Children	2	30	3	16
208	Teaching Water Activities Practice for Pre-school Children	2	30	3	16
209	Teaching Swimming Practice in a School Context	2	30	3	16
210	Coaching Competitive Swimming Practice in Learn-to-swim Programmes	2	30	3	16
211	Teaching Synchronised Swimming Practice in Learn-to-swim Programmes	2	30	3	16
212	Teaching Water Polo Practice in Learn-to-swim Programmes	2	30	3	16
213	Teaching Diving Practice in Learn-to-swim Programmes	2	30	3	16
214	Teaching Survival and Lifesaving Practice in Learn-to-swim Programmes	2	30	3	16
215	Teaching Swimming Practice to Adults in Learn-to-swim Programmes	2	30	3	16

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
216	Teaching Practice for Adults Transitioning to a Masters Swimming Programme	2	30	3	16
217	Teaching Swimming Practice to People with Disabilities	2	30	3	16
218	Principles of Swimming Participation for Improving Well-Being and Mental-Health	2	10	1	6
319	Assess occupational competence in the work environment	3	50	5	33
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 3 Certificate** can progress to:

- a QUALIFI Level 4 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 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 301: An Introduction to Leading and Managing Teaching in Swimming and Aquatic Environments

Unit code: F/615/7640

RQF level: 3

Aim

Leadership and management are seen to be important at all levels of operation (senior, supervisory and first-line) in order to drive the key priorities of the organisation and business. Leadership is the key ingredient to the success or failure of a business. Through developing the basic principles, you will be able to lead your team with greater skill and confidence.

The unit aim is to train the learners to develop their knowledge, skills and understanding in leadership and management. The key concepts are applied to the development of these areas within a swimming and aquatic environment. There is exploration of the different levels of each role and the responsibilities of swimming and aquatics teaching, so that expectations and accountability for the roles are clear.

The introduction to leadership and management in the unit will enable learners to learn about relevant principles. 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 effectively to transition from one element to another. Learners will explore the links between leadership and the management theory, and put their training into practice. This will then help them look at their own leadership skills and styles, and how they relate to their role. In addition, learners will explore the factors that effect change, and how to manage it.

For this purpose, learners should shadow and/or take a leadership role within the context of a swimming and aquatics environment. The responsibilities of the role should focus on improving the quality of teaching and learning within the centre. Evidence should be collected from a range of sources, including policies and procedures, action plans, meetings and any other observations.

Learning Outcomes and Assessment Criteria

Learning Outcome:	Assessment Criteria: To achieve each outcome a learner must demonstrate the ability to:
LO1 Understand the roles and responsibilities of swimming and aquatic teachers.	1.1 Evaluate the role, responsibilities, values and beliefs of an Advanced Swimming and Aquatics Teacher 1.2 Discuss how the different levels of formal training and qualifications help promote the quality of teaching 1.3 Explain the role and responsibilities of a World Class Swimming Teacher 1.4 Analyse the knowledge, skills, training and experience required for a World Class Swimming Teacher 1.5 Explain ways in creating World Class Swimming Teachers in your specific workplace
LO2 Show understanding of the importance of leadership in the workplace	2.1 Explain the differences between leadership and management in the workplace 2.2 Discuss different leadership models linked to the workplace 2.3 Describe different approaches to leadership and management in the workplace 2.4 Discuss the theories and models of motivation and how these can be applied into the workplace 2.5 Analyse a leadership team model utilised in the workplace and suggest how these can be adopted in your context
LO3 Explore the importance of managing change in an organisation	3.1 Define the change management process 3.2 Explain the barriers to change in the workplace and how to overcome these issues 3.3 Describe two different models of change management 3.4 Explain different ways in communicating and how to successfully manage change 3.5 Analyse your current role reviewing the history, context and suggesting suitable ways to lead and manage change
LO4 Be able to use leadership skills in a learn-to-swim Environment	4.1 Undertake a strategic role in an aquatic setting contributing effectively to the development and implementation of practice 4.2 Produce an action plan, demonstrating clear actions and suitable timescales addressing the areas identified 4.3 Implement the strategic action plan 4.4 Analyse the effectiveness of the action plan clearly showing the impact of your own leadership skills 4.5 Evaluate the effectiveness of your communication skills with different stakeholders

Unit 302: An Introduction to Learning and Teaching in Swimming and Aquatic Environments

Unit code: Y/615/7644

RQF level: 3

Aims

The success of children and adults' learning in education is dependent on the quality of teaching; it is the most important factor in their ability to achieve. There are many ingredients that contribute to highly effective teaching. In addition, a teacher's specialist subject knowledge is important when planning, and implementing sessions; having the ability to critically reflect, review and evaluate learning, content and sessions themselves will lead to higher-level pedagogical practice. The principles of learning and teaching will be explored in a greater depth.

The unit aim is to develop the learner's knowledge and understanding of what makes highly effective learning and teaching. 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.

Learner Outcome 5: 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.

The evidence for this LO5 will be include:

- standardised assessment paper and competitive stroke / skill analysis (i.e. standardised video)

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 effective learning and teaching	1.1 Discuss how children and adult learn and applying this Into the aquatic environment 1.2 Discuss different types of questioning techniques and how these can be utilised in an aquatic environment 1.3 Analyse the different types of teaching methods and techniques to promote effective learning 1.4 Discuss different learning approaches and how to promote these methods in developing high quality lessons 1.5 Evaluate the principles of motivation, the importance of growth mindset, goal setting and the use of feedback 1.6 Evaluate different factors that affect communicating effectively with different stakeholders
LO2 Understand the importance of swimming structure and systems	2.1 Analyse two contrasting learn-to-swim frameworks and the effectiveness of the schemes for teaching (from non to the advanced swimmer) 2.2 Evaluate the effectiveness of British Swimming systems /structures in promoting competitive swimming making suitable recommendations to your workplace 2.3 Evaluate your current learn-to-swim framework making recommendations to your line-manager
LO3 Understand how to prepare and organise the aquatic environment safely, efficiently and quickly	3.1 Analyse different methods of organisation most suitable for different aquatic contexts 3.2 Evaluate the most suitable use of time when delivering different types of aquatic lessons 3.3 Discuss different ways of managing and promoting positive behaviour and implementing sanctions 3.4 Evaluate the effective use of helpers and assistants within lessons 3.5 Evaluate suitable methods to promote effective safeguarding and well-being within the learn-to-swim Programme
LO4 Understand the significance of high-quality planning, teaching and assessment within swimming lessons	4.1 Analyse the components of high quality planning in promoting learning over time and within lessons 4.2 Evaluate the importance of single, two and three-ability group plans 4.3 Discuss the importance of reflecting on your own and others' teaching practice

			<p>4.4 Discuss the importance of using assessment information and data to inform planning, teaching and learning</p> <p>4.5 Accurately assess learners against national standards for swimming showing and utilise this information to inform future planning</p>
LO5	Evaluate	swimming techniques	<p>5.1 Demonstrate an effective level of knowledge and understanding of the technical requirements</p> <p>5.2 Demonstrate an effective understanding of the mechanics of the competitive strokes and a range of Skills</p> <p>5.3 Demonstrate a range of practices, corrections and how effectively correct strokes and skills</p> <p>5.4 Demonstrate effective knowledge of how to teach at least two abilities of swimmers.</p> <p>5.5 Design effective knowledge of creating fun based activities to enhance learning.</p> <p>5.6 Analyse competitive strokes and skills, making throughout suggestions for improvement.</p> <p>5.7 Reflect effectively upon the teaching practice, making Some connection and applying theory into practice</p> <p>5.8 The teacher has an ability to reflect upon the ability to reflect upon the teaching practice.</p>

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

Unit code:

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:
LO1 Understand how to plan and evaluate swimming and aquatic sessions effectively	<p>To achieve each outcome a learner must demonstrate the ability to:</p> <ul style="list-style-type: none"> 1.1 Demonstrate an effective level of understanding of the principles of planning through the production of suitable schemes of work and planning 1.2 Ensure the aims and objectives are clear and relevant to different groups of learners. 1.3 Make sure the structure of activities is effective with suitable progression, meeting the needs of different groups of learners. 1.4 Evaluate planning showing an effective level of detailed reflection, making detailed comments linking teaching to swimmers' learning and progress. 1.5 Construct action plans have been structured and based on the detailed evaluation provided 1.6* Meet the assessment for LO1 Distinction
LO2 Understand how to deliver effective swimming and aquatic sessions and ensuring participants demonstrate effective learning and progress	<ul style="list-style-type: none"> 2.1 Demonstrate an effective level of preparation, presentation and delivery Ensuring the pool environment is set up 2.2 Meet and greet the learners swiftly and punctually made to feel at ease and the register is taken 2.3 Aims and objectives are communicated effectively in a learner, friendly way 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. 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. 2.6 The explanations and demonstrations are effectively given, with suitable teaching points. 2.7 The teacher utilises a variety of questioning techniques to probe the learners into thinking about their learning 2.8 The teacher's position is effective, so that the teacher is positioned in the corner appropriately 2.9 Swimmers are effectively organised and the swimmer's behaviour throughout the lesson 2.10 The transitions between sections are seamless. 2.11 The teacher can provide quality feedback to the whole group and specific individual comments. 2.12 The teacher effortlessly corrects the swimmers' stroke

	<p>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</p>

sessions.

4.7 The teacher can write effective reports to parents on their child's progress, reviewing the areas for development, and 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, 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

LO1	Distinction level	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.
LO2	Distinction level	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 the learners. Swimmers are safe throughout the lesson. The

		<p>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 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 candidate 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 candidate 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

	<p>4.2 Summarise types of information that should be made available to learners and others involved in the assessment process</p> <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: made against specified criteria</p> <ul style="list-style-type: none"> • 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 assessments	<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 305: Developing Customer Care Practice in an Aquatic Environment

Unit code: M/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	2.1 Demonstrate the key principles in measuring, monitoring

<p>customer service is measured and improve in an aquatic environment</p>	<p>and evaluating the organisation's expectations</p> <p>2.2 Demonstrate how to manage customer needs and Expectations</p> <p>2.3 Explain how to adapt and respond to change to the local and government influences</p> <p>2.4 Describe how to continuously improve standards of operation and the customer experience appropriate to your role</p> <p>2.5 Demonstrate knowledge of organisational structures, policies and procedures as they apply to the role</p> <p>2.6 Explain the current relevant legislation as this applies to the leisure industry</p>
<p>LO3 Be able to lead and manage self and others in promoting quality customer care</p>	<p>3.1 Evaluate different elements of teamwork contributing to effective customer service</p> <p>3.2 Lead, take ownership and responsibility in promoting quality product(s), customer care and satisfaction.</p> <p>3.3 Demonstrate ways of managing your team to improve a better quality of customer service</p> <p>3.4 Demonstrate ways in responding to enquiries of the enrolment for the learn-to-swim programme</p> <p>3.5 Evaluate the process when handling and dealing with different situations with customers.</p>

Unit 306: An Introduction to Leading Professional Development Practice in Swimming and Aquatic Environments

Unit code: T/615/7652

RQF level: 3

Aims

Continuing Professional Development and Learning (CPDL) is more than just attending a seminar with no actual practice. Research suggests that the most effective professional development impacts on the improvement of learner outcomes through evidence and collaboration, and occurs over a sustained period over time. The principles of mentoring and coaching are critical to the skill and success of advanced teachers in developing the performance of other teachers.

The unit aim is to improve 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
- improving individual and group performance

The purpose of this unit builds on the knowledge and practice gained from Units TSA 301, 302 and 303. This unit primarily focuses on the development of the individual and other colleagues. We will explore the key principles of professional practice, and what types of effective (and poor) practice exist. Whilst on this programme, learners will be able to set their own action plan, which can be based around their current levels of knowledge and skill, as well as their choice of optional units. After a period, a review of the effectiveness of their action plan should be conducted.

Mentoring and coaching are evidently powerful tools in growing and supporting the performance of colleagues. Learners will learn to apply relevant principles, and show evidence of improvement in their colleague's work. The improvement of group performance will be linked to Unit 1, in active duty (or shadowing) 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:
LO1 Understand the importance of personal and professional development	<p>To achieve each outcome a learner must demonstrate the ability to:</p> <p>1.1 Explain the purpose and types of professional learning and development, and how aquatic teachers can enhance their practice</p> <p>1.2 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation</p> <p>1.3 Produce a personal action plan with activities based on SMART principles</p>
LO2 Understand the principles of mentoring and coaching	<p>2.1 Explain the roles, responsibilities, communication skills and issues associated with mentoring and coaching</p> <p>2.2 Describe the similarities and differences between mentoring and coaching</p> <p>2.3 Describe the skills and techniques utilised in mentoring and coaching settings</p> <p>2.4 Construct a contract and agree the principles for mentoring or coaching</p>
LO3 Understand how to develop colleagues' practice using mentoring and/or Coaching	<p>3.1 Plan and organise mentoring and/or coaching sessions, a series of twelve hours, maintaining records and evidence</p> <p>3.2 Discuss the possible barriers to mentoring and/or coaching and strategies to overcome these issues</p> <p>3.3 Implement a series of tools, techniques and models to assist a colleague in reaching their goals</p> <p>3.4 Monitor and support a colleague working towards the development of a goal</p> <p>3.5 Evaluate own mentoring performance with supervisor highlighting strengths and areas for development</p>
LO4 Understand how to develop the the performance of a team	<p>4.1 Evaluate the difference between a group and a team, outlining the effective characteristics and techniques of building and motivating a team</p> <p>4.2 Describe the strengths, weaknesses, competences and expertise of your team members</p> <p>4.3 Implement a range of strategies and tools to improve the practice of the team and individuals</p>

Unit 207: 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	1.1 Describe a knowledge of health and safety related specifically to adult and child Swimming 1.2 Explain a knowledge of child development and how it relates to swimming ability 1.3 Describe methods positive communication and motivation in adult and child swimming 1.4 Explain the principles of teaching the Fundamental movement skills and core aquatic skills 1.5 Describe a knowledge of submersion techniques and safety and survival skills in adult and child swimming
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) move towards exit point, climbing out.
Strokes	<ul style="list-style-type: none"> ○ Fundamental movement skills (Front paddle; back paddle; alternating and simultaneous actions; sculling finning actions)
Skills	○ 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:
LO1 Understand the principles of teaching swimming to pre-school children age 3 – 5 years	<p>To achieve each outcome a learner must demonstrate the ability to:</p> <ul style="list-style-type: none"> 1.1 Describe a knowledge of health and safety relating specifically, to pre-school children age 3 - 5 years 1.2 Explain a knowledge of child development for pre-school children age 3 – 5 years and how it relates to swimming ability 1.3 Describe methods of positive communication and motivation with adults in pre-school swimming 1.4 Describe methods of positive communication and motivation with children age 3 – 5 years old in pre-school swimming 1.5 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 environment	<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. 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	<ul style="list-style-type: none">1.1 Demonstrate a knowledge of the current National Curriculum up to Key Stage 4 Swimming requirements1.2 Explain a knowledge of teaching non-swimmers1.3 Explain a range of strokes and skills1.4 Explain a range of managing and organising learners1.5 Explain a range of managing children's behaviour1.6 Explain how to operate lessons safely
LO2 Be able to plan, deliver and evaluate swimming sessions in a school learn-to-swim environment	<ul style="list-style-type: none">2.1 Produce two contrasting schemes of work on teaching swimming in a school setting2.2 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 skills2.4 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 group2.3 Plan, carry out and evaluate two sessions covering a range of skills2.4 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 to 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	<ul style="list-style-type: none">1.1 Evaluate two contrasting learn-to-swim diving awards1.2 Explain a range of feet first entries into the water1.3 Describe a range of head first entries into the water1.4 Describe a range of floating and push and glide practices and activities1.5 Describe a range of suitable rotation and somersaults practices and activities1.6 Explain how to maintain a safe environment
LO2 Be able to plan, deliver and evaluate diving sessions in a learn-to-swim environment	<ul style="list-style-type: none">2.1 Produce two contrasting schemes of work on teaching diving2.2 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 skills2.4 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 casualty
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	<ul style="list-style-type: none">1.1 Evaluate two contrasting adult learn-to-swim awards1.2 Explain how to conduct lessons safely1.3 Describe how adults learn, the barriers take may prevent from participating and strategies to overcome these issues1.4 Explain how to adapt lessons to suit teaching methods from teaching from the children1.5 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	<ul style="list-style-type: none">2.1 Produce two scheme of works each for teaching adults2.2 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 skills2.4 Deliver sessions that are safe, effective and where learners make suitable progress2.5 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 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 ○ <u>Developing technique, stamina and speed</u>
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	1.1 Evaluate two contrasting learn-to-swim awards for people with disabilities 1.2 Describe the importance of integrating people with disabilities into mainstream swimming lessons, where appropriate 1.3 Describe some of the barriers that may prevent people with disabilities participant in lessons and suggest practical ways to overcome these issues 1.4 Explain how to support swimmers entering and exiting the swimming pool safely 1.5 Explain how to support swimmers in the water 1.6 Describe how to adapt your use of visual and verbal communication to swimmers with a specific disability 1.7 Explain how to accommodate swimmers with physical, learning, sensory and multiple (profound) swimmers into the lessons

<p>LO2 Be able to plan, deliver and evaluate in a learn to swim environment for people with disabilities</p>	<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>
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Delivery and Assessment Guidance

<p>Area:</p>	<p>Technical Syllabus: To achieve each outcome a learner must cover the range of the content:</p>
<p>Knowledge and awareness</p>	<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)
<p>Practical Content – Entries</p>	<ul style="list-style-type: none"> ○ Safe entries (supported and unsupported)
<p>Skills</p>	<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

Unit 319: Assess occupational competence in the work environment

Unit code: T/615/7666

RQF level: 3

Overview

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.

Module Aims

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	1.1 Plan assessment of occupational competence based on the following methods: <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 1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner 1.3 Plan the assessment of occupational competence to address learner needs and current achievements. 1.4 Identify opportunities for holistic assessment
LO2 Be able to make assessment decisions about occupational competence	2.1 Use valid, fair and reliable assessment methods including: <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 2.2 Make assessment decisions of occupational competence

	<p>against specific criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and Identified any further implications for learning, assessment and progression.</p>
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 321: Principles of Leading and Managing Swimming Programmes

Unit code: F/615/7668

RQF level: 3

Overview

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.

Module Aims

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

You 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

Explain, demonstrate and summarise

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