

ASA Level 2 Certificate in Teaching Aquatics (QCF)

Qualification Accreditation Number (QAN): 600/2075/1

Qualification specification for centres

About ASA qualifications

The ASA is a leading provider of aquatic qualifications in England and is recognised by employers for setting the industry standard in providing learners with the knowledge and skills to perform successfully within the workplace. As an awarding organisation we are recognised and regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) to offer vocational qualifications. Providing progression from level 1 to level 4, we verify learners have been assessed fairly and accurately, confirm the necessary units have been completed and certificate those qualifications achieved.

The full list of qualifications awarded by the ASA Awarding Body is available on request or can be viewed on the Register of Regulated Qualifications using the following link:

- <http://register.ofqual.gov.uk/Qualification?recognitionNumber=RN5114>

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Publication

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Glossary

This table gives definitions for terms and acronyms used in this document.

Abbreviation / Term	Definition
Approved Centre	Also referred to as Approved Qualification Delivery Centre or Training Provider.
Assessment criteria	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved
Credit	One credit equates to ten notional hours of learning (QCF)
GLH	Guided Learning Hours (as defined by the Skills Funding Agency)
Learning outcome	A statement of what a learner can be expected to know, understand or do as a result of the process of learning
QAN	Qualification Accreditation Number
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning

About this publication

Welcome to the qualification specification for the ASA Level 2 Certificate in Teaching Aquatics (QCF).

Awarded by the ASA Awarding Body, this qualification has been designed to provide learners with the level of knowledge and skills needed to effectively plan, prepare, deliver, monitor and evaluate a series of aquatic teaching sessions in a safe, ethical and effective manner.

Divided into four sections, this specification has been designed to provide essential information needed to offer the qualification.

Section 1: About the qualification

This section will provide information that will help centres to understand what the qualification is about in terms of its structure, content and opportunities for learner career progression.

Section 2: Centre requirements

This section outlines the requirements a centre must meet and adhere to in order to deliver this qualification. It also provides information regarding the qualifications delivery and assessment and highlights the importance and need for quality assurance.

Section 3: Delivering the qualification

This section outlines the processes from initial enrolment onto the qualification, through to assessment and certification.

Section 4: Appendices

This section contains additional documents that may be used within the delivery and assessment of this qualification.

Overview of the qualification

Qualification title:	ASA Level 2 Certificate in Teaching Aquatics (QCF)
Qualification Accreditation Number (QAN):	600/2075/1
Total number of credits:	17
Guided Learning Hours (GLH):	143
Operational start date:	01 January 2014
Review date:	28 February 2015

Qualification objective

The ASA Level 2 Certificate in Teaching Aquatics (QCF) is a vocational qualification. A vocational qualification offers a practical learning programme, challenges the learner and provides them with the skills and confidence needed to contribute to a specific role in the workplace.

This qualification will provide the learner with the knowledge, skills and techniques of teaching and enable the learner to effectively plan, prepare, deliver, monitor and evaluate theory and practical aquatic sessions. Achievement of this qualification will provide the learner with a qualification which is recognised as the minimum standard, enabling the learner to teach aquatic sessions independently.

This qualification is for those learners who:

- Would like or require the next step to become a lead teacher in the aquatic environment
- Are seeking further career progression within their area of work
- Are seeking to progress towards the ASA Level 2 Diploma in Coaching Learn to Swim (QCF)

Assessment

Learners can be assessed using a variety of assessment methods. These are inclusive of, but not limited to:

- Observation of practice
- Questioning (written and oral)
- Portfolio of evidence
- Expert witness evidence
- Reflective diary
- Professional discussion.

Learner entry requirements

Learners must be at least 17 years of age to register onto this qualification. Learners must also hold one of the following:

- ASA Level 1 Award in Teaching Aquatics (QCF)

Section 1: About the qualification

Unit structure

QAN:	Qualification title:	Award level:	Credit value:	GLH:
600/2075/1	ASA Level 2 Certificate in Teaching Aquatics (QCF)	2	17	143

To be awarded this qualification the learner must achieve a total of 17 credits. Please note: Units 201, 202 and 204 are generic units across all level 2 disciplines. The ASA Level 2 Certificate in Teaching Aquatics (QCF) is made up of the following units:

Unit:	Unit title:	Reference number:	Credit value:	Unit level:
201	Understanding the fundamentals of coaching sport	J/601/2101	3	2
202	Understanding how to develop participants through coaching sport	Y/601/2104	2	2
203.1	Understanding the fundamentals of child development in aquatics	D/504/8463	2	2
204	Understanding the principles of safe and equitable coaching practice	M/601/2108	2	2
205TA	Plan a series of aquatic teaching sessions	M/503/1831	2	2
206TA	Prepare the aquatic teaching environment	T/503/1832	2	2
207TA	Deliver a series of aquatic teaching sessions	A/503/1833	2	2
208TA	Monitor and evaluate aquatic teaching sessions	F/503/1834	2	2

Each unit is divided into **Learning Outcomes**. These are defined as “A statement of what a learner can be expected to know, understand or do as a result of the process of learning” (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

These learning outcomes are divided into **Assessment Criteria**. These are defined as “Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved” (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

In order to achieve a unit the learner must meet **all** of the assessment criteria. In order to achieve the full qualification learners must complete and achieve **all** of the relevant units of this qualification.

The detail of each unit’s requirements can be found in the unit specifications and also found on the Register of Regulated Qualifications: <http://register.ofqual.gov.uk/unit>.

Unit 201

Unit title: Understanding the fundamentals of coaching sport

Reference number: J/601/2101

Credit value: 3

GLH: 22

Unit aim: The purpose of this unit is to enable the learner to understand the fundamentals of the coaching process from the role of the coach to the coaching process. It also develops the learners understanding of learning styles and behavioural management, as well as the need for reflection after teaching / coaching a session.

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the role of a coach	1.1	Describe how to develop and maintain positive relationships with and between participant(s)
	1.2	Explain the importance of positively promoting the role of officials in competition
	1.3	Define what is acceptable in terms of a coach : participant relationship
2. Understand the coaching process	2.1	Describe the stages and components of the coaching process
	2.2	Explain how individual coaching sessions support the aims of the wider coaching programme
	2.3	Explain the process of setting SMART goals/objectives
	2.4	Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session
	2.5	Explain how to balance instruction, facilitation, and demonstration within sessions
3. Understand participant(s)' learning styles	3.1	Outline different learning styles and needs
	3.2	Describe the difference between the ways that adults and children learn
4. Understand behaviour management	4.1	Identify the principles of positive behaviour management
	4.2	Describe how to develop a behaviour management strategy for coaching sessions
	4.3	Explain the importance of fair and consistent behaviour management
	4.4	Identify the types of behaviour by participant(s) and others that may cause emotional distress
	4.5	Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress
	4.6	Describe how to respond to discriminatory behaviour
	4.7	Describe the procedures to be followed if a participant wants to complain about discrimination

**Assessment requirements:**

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

Unit 202

Unit title: Understanding how to develop participants through coaching sport

Reference number: Y/601/2104

Credit value: 2

GLH: 12

Unit aim: The purpose of this unit is to enable the learner to understand the principals of planning teaching / coaching activities. This will also enable the learner to understand the principles of skill development, identifying how the different stages of development may impact on a coaching session. This unit also investigates the principals of evaluating teaching / coaching sessions.

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the principles of planning coaching sessions	1.1	List a range of coaching styles
	1.2	Explain the use of different coaching styles
	1.3	Describe how fun and enjoyment in coaching sessions can impact on learning
	1.4	Describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)' needs
2. Understand the principles of skill development through coaching sessions	2.1	Define: <ul style="list-style-type: none"> ○ skill coordination ○ motor skill learning ○ skill acquisition ○ skill retention ○ skill transfer
	2.2	Identify factors that affect the development of participant(s)' skills in sport
	2.3	Identify methods to support participant development
	2.4	Identify sources of feedback which will support participant(s)' development
	2.5	Explain the importance of gaining feedback from participant(s)
3. Understand how the stages of participant(s)' development impact on their coaching	3.1	Describe the progressive stages of development through maturity
	3.2	Identify how the participant(s)' stage of development affects the content of coaching sessions
	3.3	Identify how participant(s)' stage of development impacts on the coaching environment
	3.4	Identify what influence training and competition have throughout the different stages of development
4. Understand the principles of evaluation in coaching	4.1	Explain the principles of evaluating coaching sessions
	4.2	Identify types of information that can be gathered to monitor participant(s)' development and learning
	4.3	Explain how the feedback from participant(s) and others should impact on future coaching practice
	4.4	Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development

**Assessment requirements:**

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

Unit 203.1

Unit title: Understanding the fundamentals of child development in aquatics

Reference number: D/504/8463

Credit value: 2

GLH: 16

Unit aim: The purpose of this unit is to enable the learner to understand the basic principals of child development. It will also cover the principles of the Learn to Swim framework, allowing the learner to understand each of the stages within the framework.

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand basic child development	1.1	Identify the strands of child development
	1.2	Identify the stages of child development
	1.3	Describe the signs of child development
	1.4	Identify conditions which would have an adverse effect on child development
2. Understand the basic principles of the swimmer development pathway	2.1	Identify the five key stages of the swimmer development pathway
	2.2	Explain the concept of the swimmer pathway
	2.3	Explain the key outcomes of the fundamentals stage of the swimmer pathway
	2.4	Explain the key outcomes of the Swim Skills stage of the swimmer pathway
	2.5	Explain the links between child development and the swimmer development pathway
3. Understand the principles of the Learn to Swim framework	3.1	Explain the aims of the Learn to Swim framework
	3.2	Explain the principles of the fundamental stages of the Learn to Swim framework
	3.3	Explain the limitations of the swimming teachers role in relation to Learn to Swim framework
	3.4	Explain the links between the Learn to Swim framework and the swimmer development pathway
	3.5	Identify appropriate opportunities for a swimmer to continue to learn and participate in aquatics
4. Understand the principles of healthy living	4.1	Explain the importance of adequate nutrition
	4.2	Explain the importance of adequate hydration
	4.3	Explain the importance of promoting a healthy lifestyle to children including: <ul style="list-style-type: none"> • daily exercise/play • weight management • wellness
	4.4	Describe ways to encourage the maintenance of a healthy lifestyle to children
	4.5	Identify how to refer children to relevant health professionals and other sources of information relating to living a healthy lifestyle

**Assessment requirements:**

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

Unit 204

Unit title: Understanding the principles of safe and equitable coaching practice

Reference number: M/601/2108

Credit value: 2

GLH: 13

Unit aim: The purpose of this unit is to enable the learner to understand how to ensure the safety of participants during a teaching / coaching session, taking into account effective planning of sessions and checking the safe functionality of equipment. This unit also covers equitable coaching.

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand how to ensure participant(s)' safety during sport-specific coaching sessions	1.1	Describe the health and safety requirements that are relevant to planned sport-specific activities and competition
	1.2	Explain how to plan for contingencies to coaching sessions as a result of external influences
	1.3	Explain how to implement contingencies to coaching sessions as a result of external influences
	1.4	Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)
	1.5	Describe the coach's duty of care responsibilities for participant(s), including children
	1.6	Describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> ○ legal requirements ○ sport-specific requirements
	1.7	Describe the insurance requirements on a coach operating in a coaching environment
2. Understand how to ensure equitable coaching of sport-specific activities	2.1	Describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> ○ legal requirements ○ sport-specific requirements
	2.2	Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour
	2.3	Describe methods to minimise barriers to participant development
	2.4	Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations
	2.5	Describe the nature of impairments and how their implications may affect aspects of the coaching process

Assessment requirements:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

Unit 205TA

Unit title: Plan a series of aquatic teaching sessions

Reference number: M/503/1831

Credit value: 2

GLH: 20

Unit aim: The purpose of this unit is to enable the learner to demonstrate how to plan a series of aquatic activities, taking into account participants needs and identifying sufficient resources.

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to review participant(s)' needs for a series of coaching sessions	1.1	Collect accurate and up-to-date information relevant to the participant(s) and the series of sessions
	1.2	Maintain confidential information appropriately
	1.3	Use the collected information to identify participant(s)' needs
	1.4	Identify how participant(s)' needs may impact on the sessions
	1.5	Identify the overall aims for the series of coaching sessions
	1.6	Refer participant(s) whose needs cannot be met to a competent person or agency
2. Be able to produce a series of coaching session plans	2.1	Identify the goals for each session in the series, that meet the needs of the participant(s) and the group
	2.2	Develop coaching session plans which are consistent with own level of technical knowledge and competence
	2.3	Identify coaching activities and styles that will motivate the participant(s) and achieve planned goals, for each session in the series
	2.4	Ensure plans include realistic timings, sequences, intensity and duration of activity
	2.5	Ensure plans allow for a balance of instruction, activity and discussion
	2.6	Identify resources required for each session
	2.7	Ensure plans are consistent with accepted good practice for the sport or activity
3. Be able to plan the evaluation of a series of coaching sessions	3.1	Identify the information required to evaluate the series of coaching sessions
	3.2	Identify how and when the information will be collected
	3.3	Identify others who may be able to contribute to the evaluation



Assessment requirements:

To complete this unit learners are required to evidence:

- The production of a minimum of **six teaching session plans** for aquatics, four of which must be linked and progressive.
- The planned sessions must be of a minimum of **30 minutes in duration**.

All sessions must be drawn from the level 2 technical syllabus developed for aquatics.

Guidance:

Appendix A is an example of a session plan template that may be used towards achievement of assessment criteria within this unit.

Unit 206TA

Unit title: Prepare the aquatic teaching environment

Reference Number: T/503/1832

Credit Value: 2

GLH: 20

Unit aim: The purpose of this unit is to enable the learner to demonstrate how to prepare the environment for a series of aquatic activities, identifying and minimising any risks. This unit will also focus on establishing and maintaining working relationships, as well as safeguarding procedures.

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to prepare resources for the coaching session	1.1	Ensure that the identified resources meet the requirements of the sport or activity
	1.2	Handle equipment safely
	1.3	Set up equipment according to the session plan
	1.4	Ensure the coaching environment is safe, appropriate and conducive to learning for all participant(s)
	1.5	Ensure everyone involved in the session has the information they need to participate
2. Be able to assess and minimise risks before the session	2.1	Identify existing risk assessments for: <ul style="list-style-type: none"> ○ the activities ○ the resources ○ the participant(s)
	2.2	Identify possible hazards
	2.3	Assess the risk that identified hazards present, including likelihood of occurrence and severity
	2.4	Assess how to minimise the identified risks
	2.5	Identify a competent person who can advise if there are hazards or risks outside of own level of competence to assess
	2.6	Comply with information in the normal operating procedures for the environment where the session will take place
3. Be able to establish and maintain working relationships	3.1	Establish effective rapport with participant(s) and other people involved in the session
	3.2	Communicate effectively with participant(s) and other people
	3.3	Give participant(s) and other people time, attention and support relevant to their needs
	3.4	Manage participant behaviour and any conflict
	3.5	Ensure working relationships take account of equality and diversity and are in line with relevant codes of practice

Learning outcomes The learner will:	Assessment criteria The learner can:	
4. Be able to safeguard and protect children and vulnerable adults	4.1	Follow the relevant procedures for safeguarding children and vulnerable adults
	4.2	Follow the relevant procedures for protecting self from accusations
	4.3	Identify possible signs of abuse
	4.4	Follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults
	4.5	Maintain confidentiality as appropriate

Assessment requirements:

To complete this unit learners are required as a minimum to evidence:

- The preparation for all teaching environments used to deliver each of the **six teaching sessions** for aquatics.

All sessions must be drawn from the level 2 technical syllabus developed for aquatics.

Other assessment methods, for example questioning or professional discussion, may be used to assess the learner's ability where evidence has not been observed. There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit 207TA

Unit title: Deliver a series of aquatic teaching sessions

Reference Number: A/503/1833

Credit Value: 2

GLH: 20

Unit aim: The purpose of this unit is to enable the learner to demonstrate the skills and knowledge gained from the theory aspects of this qualification and put these into practice through conducting a series of teaching activities in an aquatic environment.

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to prepare participant(s) for coaching sessions	1.1	Meet the participant(s) punctually
	1.2	Ensure participant(s) are made to feel welcome and at ease
	1.3	Record attendance in line with relevant procedures
	1.4	Ensure participant(s) are at a level of experience, ability and physical readiness to participate safely
	1.5	Ensure participant(s) have the correct clothing and equipment
	1.6	Establish behaviour rules for the session
	1.7	Deliver warm up activities appropriate to the participant(s) and session
	1.8	Ensure participant(s) are aware of the goals of the session
2. Be able to deliver coaching sessions	2.1	Provide clear information to participant(s) about the planned activities
	2.2	Ensure activities maximise participant(s)' learning in line with the participant(s)' goals
	2.3	Provide technically correct explanations and demonstrations appropriate to participant(s)' needs and level of experience
	2.4	Use methods for motivating participant(s) appropriate to their needs and in line with accepted good practice
	2.5	Ensure all participant(s) have the opportunity to take part in activities
	2.6	Deliver sessions at a pace appropriate to the participant(s)' needs
	2.7	Carry out emergency procedures when appropriate
3. Be able to develop participant(s)' performance	3.1	Review participant(s)' performance with regards to: <ul style="list-style-type: none"> ○ strengths ○ weaknesses ○ areas for improvement
	3.2	Use appropriate coaching methods and practice
	3.3	Provide feedback to participant(s) during the session to help participant(s) achieve their goals
	3.4	Adapt sessions to respond to the participant(s)' changing needs
	3.5	Provide opportunities for participant(s) to reflect on their learning and apply their reflections to their performance
	3.6	Encourage participant(s) to take responsibility for their own learning

Learning outcomes The learner will:	Assessment criteria The learner can:	
4. Be able to conclude coaching sessions	4.1	Ensure there is sufficient time to conclude the session
	4.2	Encourage participant(s) to give feedback
	4.3	Provide feedback to participant(s) on their performance relating to their goals
	4.4	Deliver cool down activities appropriate to the participant(s) and session
	4.5	Provide information to participant(s) about future sessions
	4.6	Ensure participant(s) depart from the session safely
	4.7	Follow procedures for checking and dealing with equipment used
	4.8	Ensure the coaching environment is left in a condition fit for future use

Assessment requirements:

To complete this unit learners are required as a minimum to evidence:

- The delivery of **six teaching session plans** for aquatics, four of which must be linked and progressive.
- The planned sessions must be of a minimum of **30 minutes in duration**.
- The **delivery of a minimum of two** aquatic teaching sessions, which **must be observed** by an appropriately qualified Assessor.

All sessions must be drawn from the level 2 technical syllabus developed for aquatics.

Other assessment methods, for example questioning or professional discussion, may be used to assess the learner's ability where evidence has not been observed. There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Unit 208TA

Unit title: Monitor and evaluate aquatic teaching sessions

Reference number: F/503/1834

Credit value: 2

GLH: 20

Unit aim: The aim of this unit is to enable the learner to monitor participant progress over a series of aquatic activities, producing action plans where necessary to ensure goals are met. This unit will also focus on self-evaluation by reviewing previous sessions and feedback from others to identify areas for development.

Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to evaluate participant performance	1.1	Carry out participant evaluations according to the session evaluation plan
	1.2	Involve all participant(s) in evaluating their performance
	1.3	Review participant(s)' performance
	1.4	Measure participant(s)' progress against planned goals
	1.5	Provide feedback to participant(s)
	1.6	Produce an action plan to progress or adapt participant(s)' goals
	1.7	Record evaluations for future reference
2. Be able to evaluate coaching sessions	2.1	Carry out session evaluations according to the session evaluation plan
	2.2	Use feedback from participant(s) and other people involved in the session to evaluate the session
	2.3	Compare outcomes and feedback to the session goals
	2.4	Identify the effectiveness of the activities, and session overall
	2.5	Identify the effectiveness of own management of the session, including Health and Safety and welfare issues
	2.6	Discuss evaluations with an appropriate colleague for additional feedback
	2.7	Record evaluations for future reference
3. Be able to evaluate coaching sessions	3.1	Review evaluations of previous sessions and feedback from relevant colleagues
	3.2	Ensure own knowledge is up-to-date with current developments in chosen sport or activity
	3.3	Ensure own knowledge is up-to-date with current developments in coaching practice
	3.4	Identify areas for development of own coaching practice
	3.5	Produce a personal action plan to develop own coaching practice
	3.6	Take part in development activities identified in personal action plan
	3.7	Review progress against personal action plan regularly and update accordingly

Assessment requirements:

This unit requires learners to reflect on the practical teaching sessions, taking into account feedback from others, as well as self-evaluating own performance.

To complete this unit learners are required as a minimum to evidence:

- The evaluation of **six teaching session plans** for aquatics, including the effectiveness of the four linked and progressive sessions.

All sessions must be drawn from the level 2 technical syllabus developed for aquatics.

Guidance:

Appendix B is an example of a self-evaluation form that may be used towards achievement of the assessment criteria within this unit.

Practical syllabus

Practical skills	Components
Teaching long term athlete development (LTAD) for swimming.	<p>Demonstrate the teaching of aquatic sessions incorporating the principles of both:</p> <ul style="list-style-type: none"> * Fundamentals * Skill development <p>Demonstrate through their teaching the impact of LTAD on the teaching process and the use of participant referral.</p>
Teach through the swimmer development pathway	<p>Demonstrate the teaching of aquatic sessions incorporating the core skills (swimming essentials) including all of:</p> <ul style="list-style-type: none"> * Aquatic breathing * Streamlining * Balance * Buoyancy * Rotation * Orientation * Coordination * Sculling * Basic dive from the side (plunge dive)
Teach the core aquatic skills	<p>Demonstrate the teaching of the core aquatic skills through sessions incorporating the principles below:</p> <ul style="list-style-type: none"> * Whole part whole * Part-whole * BLABT (body position, leg action, arm action, breathing, timing/coordination)
Teach sessions including practices and progressions of the four main competitive strokes	<p>Demonstrate the teaching of all four competitive strokes:</p> <ul style="list-style-type: none"> * Front crawl * Backstroke * Breaststroke * Butterfly
Teach swimming technique in order to improve performance based on age, capability and confidence	<p>Demonstrate the teaching of aquatic sessions incorporating appropriate methods for changes and adjustments inclusive of all of the following:</p> <ul style="list-style-type: none"> * Guided discovery * Variation * Adaptation * Corrective action
Teaching the technical aspects of swimming in relation to travel	<p>Demonstrate the teaching of aquatic sessions incorporating travel inclusive of all of the following:</p> <ul style="list-style-type: none"> * Front crawl * Backstroke * Breaststroke * Butterfly

Teaching positive transfer of skills

Demonstrate the teaching of aquatic sessions incorporating positive transfer of skill including **all** of the following:

- * Rotation into surface dive
- * Streamlining into transition

Opportunities for progression

On completion of the ASA Level 2 Certificate in Teaching Aquatics (QCF), there are a number of progression opportunities available to learners. They can:

- Work as a Teacher in an appropriate environment to develop their experience and knowledge within teaching aquatics
- Register onto the ASA Level 2 Diploma in Coaching Learn to Swim (QCF)
- Pursue another ASA level 2 qualification in another discipline such as Coaching Swimming, Diving, Water Polo or Synchronised Swimming. This is subject to attainment of the level 1 award in the relevant discipline.
- Attend additional training opportunities as detailed within the ASA CPD directory to ensure knowledge and skills remain current.

Suggested qualification support materials

The following texts have been suggested as further reading for this qualification. Please note, this list is not exhaustive, therefore you and your workforce should direct learners to any additional text they may find relevant that will enhance their learning and assist them with the attainment of this qualification.

Introductory texts

ASA (2011) Journey Through Aquatics: NPTS Parents Guide. ASA

ASA National Plan for Teaching Swimming (NPTS). Swimming Times Publications Ltd

ASA National Plan for Teaching Swimming (NPTS) Games Pack. Swimming Times Publications Ltd

Earl, C (2004) How to Coach Children in Sport (Coaching Essentials). Coachwise Ltd
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Section 2: Centre requirements

Centre approval

Only ASA approved organisations can offer ASA qualifications. Those organisations approved to deliver ASA qualifications on behalf of the ASA Awarding Body, are referred to as Approved Centres.

Organisations without ASA approval

Those organisations that wish to offer ASA qualifications but do not have approval to do so will need to apply to the ASA Awarding Body.

When an organisation applies for approval to become an ASA Approved Centre and offer ASA qualifications they are required to enter into an accreditation agreement.

The accreditation agreement is a formal commitment by the centre to meet all the requirements of the qualification specification(s) and other conditions as identified by the ASA Awarding Body. Sanctions may be applied if centres do not comply with the agreement.

- To become an ASA Approved Centre, organisations will be required to meet a set of quality standards and eligibility criteria. This is known as the centre approval process.
- To offer ASA qualifications such as the ASA Level 2 Certificate in Teaching Aquatics (QCF) qualification, organisations will need to seek approval to do so. This is known as the qualification approval process.

Although both processes consist of separate applications, it is recommended that organisations apply for both centre and qualification approval within the same application.

Full details of the processes, along with the application forms for centre and qualification approval are available within *Providing ASA Qualifications – A Guide to Centre and Qualification Approval*. This document is available for download through the ASA website or may be obtained by contacting a member of the ASA Awarding Body team.

Centres with ASA approval

Those organisations already accredited as an ASA Approved Centre will need to gain qualification approval, if not already approved to offer the ASA Level 2 Certificate in Teaching Aquatics (QCF) qualification. Information about the qualifications approval process is available within *Providing ASA Qualifications – A Guide to Centre and Qualification Approval*.

Centres should familiarise themselves with the structure, content and assessment requirements of this qualification prior to planning the learning programme.

Workforce

In order to deliver, assess and quality assure (internally verify) this qualification, it is important for centres to have and utilise its resources effectively. In other words, have the right people in the right place at the right time. An awareness and understanding of the aquatics industry is essential.

The personnel (often called Tutors or Assessors) delivering / assessing the ASA Level 2 Certificate in Teaching Aquatics (QCF) qualification should:

- Hold a current ASA tutor license
- Hold the ASA Level 2 Certificate in Teaching Aquatics (QCF) (Tutors / Assessors will only be permitted to deliver and assess for qualifications which they have appropriate expertise and credentials)
- Hold a relevant assessment qualification such as D32/D33, A1, IAPS or CAVA
- Hold a relevant teaching qualification e.g. PGCE, Cert Ed, Certificate in Teaching in the Lifelong Learning Sector (CTLLS), Diploma in Teaching in the Lifelong Learning Sector (DTLLS), NVQ in Learning and Development or other teaching qualifications as per the SVUK tariff
- Have excellent interpersonal skills
- Be able to communicate effectively with learners.

Individuals who do not meet the above criteria for Tutors / Assessors, and more importantly, do not hold the required qualifications, are not permitted to deliver nor assess this qualification. Individuals wishing to become an ASA Tutor / Assessor will need to contact tutortraining@swimming.org for further information about the process.

Tutors (including assessment function)

The role of the ASA Tutor is to plan and deliver an appropriate learning programme of activities that develops the learners' skills, knowledge and understanding of teaching in an aquatic environment. The Tutor must allow learners to apply their knowledge through practical application and finally prepare them appropriately for assessment.

Assessors

Observations of learners delivering an aquatic session must be conducted by an Assessor. The role of the Assessor is to assess the learners' performance and to check if the assessment criteria of the qualification have been met. Assessors may only assess learners in their acknowledged area of technical and occupational expertise; therefore individuals assessing the ASA Level 2 Certificate in Teaching Aquatics (QCF) qualification are required to meet the above criteria.

Please note: The same person can be a Tutor and an Assessor as long as they meet the requirements set out above.

Internal Verifiers

The role of the Internal Verifier is to monitor the assessments involved within the qualification to ensure accuracy and consistency of activities and assessment decisions. The Internal Verifier can also provide support and guidance to Assessors of the qualification. Individuals internally verifying the ASA Level 2 Certificate in Teaching Aquatics (QCF) qualification are required to meet the following specific criteria for the role:

- Be a holder of an appropriate verifiers qualification (such as D34, V1 or L4 IQA qualification 2010 onwards), and
- Have current experience of conducting internal quality assurance procedures.

Please note: Internal Verifiers cannot quality assure their own assessments.

Centres may have further criteria and personnel requirements in addition to the above.

The conditions stated are the minimum requirements individuals must meet in order to fulfil the role(s) of Tutor, Assessor or Internal Verifier.

Continuing Professional Development (CPD)

Centres are expected to support their workforce by ensuring their knowledge remains current, they demonstrate best practice in delivery, mentoring, training, assessment and verification, and that they take into account any national or legislative developments. These may include: observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences.

Further opportunities for CPD may be found on the ASA CPD directory on the ASA website.

Learner entry requirements

The ASA Awarding Body's policy regarding access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standards
- They should be free from any barriers that restrict access and progression
- There should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to this qualification with integrity. This will include ensuring learners have appropriate information and advice about the qualification and that the qualification will meet their needs.

Recruitment

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions

Learners must be at least 17 years of age to register onto this qualification. Learners must also hold one of the following:

- ASA Level 1 Award in Teaching Aquatics (QCF) - January 2011 onwards
- ASA UKCC Level 1 Certificate for Teaching Aquatics - 2006-2010
- ASA Level 1 Certificate for Teaching Swimming post 2002
- ASA Assistant Teacher Certificate (Teaching Aquatics) post Sept 1994
- NCTP Module 1 and 2 and QTS status and/or HLTA

Please note: Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

Qualification administration and process

Full details of the ASA Awarding Body's administrative procedures for this qualification are provided within *Providing ASA Qualifications – Approved Centre Handbook*. This information includes details on:

- Registration procedures
- Fees
- Claiming certification.

Centres should be aware of the time constraints regarding registration and certification periods for ASA qualifications, as specified on the ASA website. Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certificate end dates for the qualification are subject to change.

Registration

Learners must be registered prior to the start date of their learning programme. Centres should submit registrations using the *Learner Registration Form* to the relevant Qualification and Accreditation Administrator within the ASA Awarding Body.

Following registration, an email will be issued by the ASA Awarding Body to the centre. This will confirm the *Learner Registration Form* has been received and processed. If there are any problems in the registration process, these will be identified and communicated to the centre and will be required to be acted upon immediately.

Certification

When all assessments for the qualification have been passed by the Tutor / Assessor and internally verified (externally verified prior to first certification claim, selected for sampling or following sanctions), learner results should be submitted to the ASA Awarding Body via completion of the *Learner Achievement Summary Form*.

Learners successfully achieving all assessments for this qualification will be issued with the ASA Level 2 Certificate in Teaching Aquatics (QCF). The qualification title, along with the QCF qualification accreditation number and unit titles will appear on the certificates. Learners will need to be made aware of this when they are recruited by the centre and registered with the ASA Awarding Body.

Section 3: Delivering the qualification

Initial assessment and induction

Initial assessment

An initial assessment of each learner wishing to register onto this qualification should be made prior to the start of their learning programme. The purpose of conducting an initial assessment for every learner is to:

- Recognise any prior learning relevant to the qualification
- Identify any support needs – including literacy, language, numeracy and ICT skills
- Understand the aspirations of the learner and their long-term plan.

The format and content of this assessment is the decision and responsibility of the centre.

From this assessment the results should identify what support the centre needs to provide or what training is required further by the learner to enable them to pursue the qualification. Any support or guidance provided should be recorded within the learners' individual learning programme.

Induction

All learners should receive an appropriate induction to the programme to ensure they understand the requirements of the qualification, their responsibilities as learners and what they should expect from the Tutor and centre.

Information about the requirements of the qualification and the responsibilities of the learner and centre are outlined in the supporting resources for this qualification. Learners should be signposted to this information and the induction should utilise this resource.

It is the centres responsibility to ensure learners have access to adequate learning resources (e.g. publications, ICT, learning technology) to support them whilst working towards achievement of this qualification.

Registration period

The period of registration for this qualification is 18 months and will start from the first day (start date) of the scheduled learning programme. It is expected that within these 18 months, learners will complete all aspects of the qualification and an application for certification will be made by the centre. If an extension to registration is required the centre should contact the ASA Awarding Body to request this. Each application will be reviewed on a case by case basis and the learners' registration, if approved, could be extended for up to six months.

Access arrangements and special considerations

The ASA Awarding Body's policy on access arrangements and special considerations for ASA qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy* for ASA qualifications, which can be found on the ASA website.

Learning programmes

The ASA Awarding Body will not direct centres on how they should deliver this qualification. It is at the centres discretion as to how delivery of this qualification is managed. As long as the requirements of the qualification can be met, centres have the flexibility to deliver this qualification in whatever way, and in as many hours, as they deem appropriate. When planning the learning programme centres must ensure the learning programme meets the needs and capabilities of the learner and also the learning outcomes and assessment criteria of the qualification.

There is no requirement to deliver the units of this qualification in the order they appear within the structure or within this specification; the qualification can be delivered holistically. Therefore, as long as centres plan an appropriate learning programme that meets the qualification requirements as identified in the specification, the order in which the units are delivered does not matter.

It is recommended that all learners receive an induction to the qualification – as outlined previously – and receive some face-to-face teaching. Ideally, learners for this programme should also have the opportunity to practice their delivery skills and apply the learning from the programme into practice. Where accessible, centres should consider providing information through a blended learning approach; combining face-to-face teaching, e-learning, self-study and/or distance learning resources with the applied practice in the work environment.

Learning environment

It is recommended that all centres consider the most appropriate learning environment for their learners. Learners may be managed in small or large groups or as individuals; therefore it is at the discretion of the centres to determine the most appropriate learning environment. There is no set guidance about what Tutor: Learner ratios should be as this can often be determined by the space available in the learning environment.

Centres are responsible for ensuring the learning environments selected are appropriate for use in the delivery and assessment of this qualification and should make an appropriate judgement to ensure that the learning environment is appropriate to the learners and is also in accordance with appropriate health and safety requirements.

Assessment requirements

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes within the units.

To successfully achieve a unit, learners must:

- Achieve **all** the specified learning outcomes
- Satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- Show that the evidence produced is their own / authentic.

To achieve the qualification:

- Learners must complete all assessment tasks and satisfy the requirements of **all relevant units** in order to achieve and be awarded the qualification.

Assessment criteria and learning outcomes for QCF qualifications can be assessed using any appropriate strategies and methods of assessment. These should be preferably linked to both the strengths of the learner and the knowledge, skills and understanding needed in the workplace. The centre must work with their Assessors to determine appropriate assessment strategies, methods and tasks, and also to ensure that they meet the requirements of the national standards.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across a range of assessment criteria and / or across different units. This holistic approach to assessment is encouraged by the ASA Awarding Body. It is therefore not a necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates – this can be supported by the centre.

All the assessments created by centres must be reliable, open, fair, free from bias, accessible and fit for purpose, and should be built on the assessment criteria and referenced accordingly. Assessment tasks and activities should enable learners to produce, valid, sufficient and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through quality assurance prior to being used.

All assessments must be completed and assessed within the learners' period of registration. Centres should advise learners of any internal timescales for the completion and review of individual assessments.

Please note: All learners taking this qualification must be assessed in English or where requested in Welsh.

Further guidance on assessment can be found in the *Assessment Guide*, found on the ASA website.

Grading

This qualification is not graded. Learners will either meet the requirements and 'pass' or will not meet the requirements and be 'referred'. Where learners do not meet the requirements, they can be referred and supported in developing an individual action plan. In this situation, further assessment opportunities should be provided to the learner to allow them to meet the requirements.

Reassessment procedures

If a learner is unsuccessful in any element of assessment, the centre should offer the learner up to two additional opportunities for reassessment for the units or areas they were unsuccessful in.

Please note: Opportunities for reassessment are only available within the learner registration period.

Should a learner be referred in any part of assessment, the centre should:

- Arrange additional support for the learner, **or**
- Inform the learner of the right to appeal, as outlined below, **or**
- Guide the learner towards a more suitable qualification.

Appeals against assessment

It is a condition of centre approval that all Approved Centres must have an appeals process in place and make this available to all learners. If a learner appeals against the result of an assessment, they should, in the first instance be directed to the centres internal appeals process. If the learner remains dissatisfied with the outcome following this process, they may contact the ASA Awarding Body. All appeals must be clearly documented by the Approved Centre's Key Contact and made available to the ASA Awarding Body or its nominated representative as and when required.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a "*... method of assessment (leading to the award of credit) that considers whether a learner 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.*"

Regulatory Arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

The ASA Awarding Body encourages centres to recognise learners previous achievements and experiences, whether at work, home and at leisure, as well as in the classroom. RPL enables recognition of achievement from a range of activities using any valid assessment methodology and prevents learners from being repeatedly assessed. Provided that the requirements and / or assessment criteria of a given unit or qualification have been met, RPL is acceptable for evidencing a unit, units or a whole qualification.

Claiming RPL is the learner's responsibility, therefore centres are required to have a policy in place to review prior learning and achievement, and acknowledge credit where appropriate.

Please note: RPL is an alternative route and is **not a shortcut** to achieving the qualification.

Quality assurance

This information is a summary of quality assurance requirements for this qualification.

Quality assurance includes initial centre approval, qualification approval and the centres own internal processes for monitoring quality. The approach of quality assured assessment is made through a partnership between a centre and the ASA Awarding Body. The ASA Awarding Body is committed to ensuring that it follows best practice. Therefore, it seeks to ensure that the quality assurance processes that it uses does not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Internal quality assurance

Internal quality assurance can be referred to as internal moderation or verification. Centres must have effective quality assurance systems to ensure optimum delivery and assessment of this qualification, and therefore are responsible for internal quality assurance. The ASA Awarding Body will offer guidance and support, if sought, however it is the responsibility of the centre to decide how internal quality assurance will be conducted and implemented to ensure processes are effective.

External quality assurance

External quality assurance can be referred to as external moderation or verification. The ASA Awarding Body has adopted external verification as the term of reference for this quality assurance process.

External Verifiers are appointed by the ASA Awarding Body to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, External Verifiers must have occupational and verifying knowledge and expertise. External Verifiers appointed by the ASA Awarding Body attend training and development designed to keep them up to date, facilitate standardisation between Verifiers and share good practice.

ASA supporting documentation on quality assurance processes

The following ASA Awarding Body documents provide further information regarding internal and external quality assurance and can be found on the ASA website:

- ASA Internal Verification Guide
- ASA External Verification Guide

Qualification withdrawal policy

In the unlikely event that the ASA Awarding Body withdraws this qualification before its intended date of expiration, the ASA Awarding Body will give six months notice of this to Approved Centres and all learners will be able to complete their qualification as agreed as part of their registration period.

Section 4: Appendices

Appendix A - Session plan template

This template is an example of a session plan which can be used to help you structure your sessions; however you are encouraged to construct and devise your own.

Name:	
Date of session:	
Duration of session:	

Information on participants	
Number of participants:	Age range of participants:
Participants ability:	<i>* link to appropriate stage of ASA Learn to Swim Framework or LTAD</i>
Medical or other relevant information:	
Learning or other particular needs:	

Information on facilities and resources	
Name of venue:	
Location of venue:	
Area to be used during the session:	Depth of pool:
Equipment required for session:	
Health and safety*:	<i>* Emergency procedures, location of first aid kit etc</i>

Session aim:	
Session objectives:	<i>By the end of the session the participants will be able to....</i>

Session plan	Time	Activity	Key teaching / coaching points
Warm up:			
Main content and key activities for group(s):			
Contrasting activity:			
Cool down:			
Participant feedback:			

Appendix B - Self-evaluation template

This form can be used to review and evaluate a session and reflect on what can be done for future sessions. It is required for completion after gathering feedback from participants once the session has been delivered.

Review			
Did you meet your session objectives? * Yes - state how and why * No - state why not			
Performance and development			
What do you feel went well during the session and why?			
What do you feel did not go so well during the session and why?			
If you could deliver this session again, what would you change and why?			
Use of feedback for future sessions			
How could you use this feedback from the participants to improve future activities?			
How could you use feedback from colleague's participants to improve future activities?			
Learner signature:		Date:	
Assessor signature:		Date:	