



Qualification Specification

Baby and Pre-School Diploma

Version 17.1

©2017



This qualification is regulated by Ofqual (England) and Qualifications Wales

STA Level 3 Diploma in Aquatic Teaching - Baby and Pre-School

Qualification Number: 603/1020/0

Credit Value: 42 Credits

Unit Structure

This qualification consists of 9 mandatory units

Unit Title	Code	Credit Value	Unit Level	GLH
Communication within Baby and Pre-School Swimming Lessons	Y/615/4663	5	3	3
Gentle Approach to Swimming	D/615/4664	5	3	3
Submersions within Baby and Pre-School Swimming Lessons	M/615/4667	3	3	4
Childhood Development Stages and Transition into Independence	R/615/4662	5	3	5
Learning and Play within Swimming Lessons	H/615/4665	4	3	6
Sensory Awareness within Swimming Lessons	K/615/4666	3	3	3
Babies and Pre-Schoolers with Additional Needs	L/615/4661	3	3	3
Reflecting upon Own Skills and Practice	T/615/4668	7	3	3
Safeguarding Children, Young People and Vulnerable Adults	A/615/4669	1	2	2

Total Qualification Time

370 Hours

Introduction:

The STA Level 3 Diploma in Aquatic Teaching - Baby and Pre-School expands and develops a baby and pre-school swimming teacher's current technical knowledge and provides them with the latest academic research and theories, which they can then integrate into their swimming lessons.

The Diploma covers specific knowledge on child development theories and communication and how these core elements can be incorporated into practical teaching. Baby and pre-school swimming teachers will be reflecting upon their practice and their professional development.

The qualification has been developed in partnership with Birthlight.

Qualification Objective:

Expand a baby and pre-school swimming teacher's current knowledge on the latest baby and pre-school development's in order to improve their practice. The Diploma covers communication, gentle approaches to swimming, baby and toddler development, transition to independent swimming, submersions, babies and pre-schoolers with additional needs and the importance of reflection as a teacher.

Target Learners

This qualification is for learners who already hold a baby and pre-school swimming teaching qualification and wish to expand their current knowledge and practice. Learners must have at least 50 hours practical teaching experience and have held their baby and pre-school swimming teaching qualification for a minimum of 6 months. This qualification could appeal to those working in the leisure industry, private baby swimming market or independent swim schools.

Progression

Experienced teachers are often employed as mentors for newly qualified baby and pre-school teachers, or take on the role of swimming co-ordinators within their swim schools.

Alternatively, learners may move into teaching those with disabilities or beginner learners.

Industry Standards

The STA Diploma is mapped to the following occupational standards:

- SCDHSC0034 Promote the safeguarding of children and young adults
- SCDHSC0024 Support the safeguarding of individuals

This qualification has been designed in line with the following industry standards:

- PAS 520:2015 Safeguarding to 0 to 4 year old children within the teaching of swimming, including any associated professional photography - code of practice
 - PAS 81:2011 Specification for the management of a swimming school
 - STA Swimming Teaching Code of Practice
-

Entry Requirements

- Be 18 years of age or older
 - Hold current membership of STA
 - Hold the baby and pre-School Award or acceptable equivalent if the online up-skill and STA baby and pre-School Award portfolio are completed
 - Hold a Baby and Pre-School teaching qualification for at least 6 months and have 50 practical baby and pre-school teaching hours.
-

Any Other Requirements

Qualification certificates will not be issued until all pre-requisites have been supplied. Pre-requisites must be supplied within 12 months of the course end date to gain the qualification.

Grading Format

Pass / Fail

Assessment Methods

- Continual assessment by the tutor
 - Complete a portfolio and worksheet questions to the satisfaction of the course tutor or assessor
 - Complete post-course work, case studies, lesson plans, lesson evaluation and reflective journal to the satisfaction of the assessor
 - Learners have 9 months to complete all post course work
-

Tutor Requirements

All Tutors must have the skills, knowledge and experience to be able to teach and demonstrate the subject.

Each Tutor must be approved by Safety Training Awards and provide evidence of:

1. STA Diploma in Aquatic Teaching - Baby and Pre-School
 2. Hold or working towards a formal tutoring and assessing qualification
 3. Tutors must maintain their technical competence within the subject area and provide evidence of continuing professional development (CPD).
-

IQA Requirements

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in baby and pre-school swimming teaching (for the BPS and Diploma) swimming teaching (for Award and Certificate) disability swimming teaching (for people with disabilities) as well as knowledge and competency in internal quality assurance.

An IQA must hold:

1. STA Diploma in Aquatic Teaching - Baby and Pre-School
2. Internal quality assurance qualification

Note: IQAs cannot quality assure a course for which they were the Tutor and/or Assessor.

Resource Requirements

- Diploma in Aquatic Teaching - Baby and Pre-School manual - A manual is required for learners to have access to theoretical and practical knowledge of the qualification
- A range of swimming teaching equipment:
 - Demonstration dolls
 - Toys
 - Play rafts
 - Woggles
 - Floats
- Be occupationally competent as a baby and pre-school swimming teacher, this can be evidenced by a combination of practical teaching experience and professional development
- In order to fulfil the practical requirements of this qualification, access to an appropriate swimming facility is required on each day of the course. The facility should meet the required temperature and depth requirements for teaching baby and pre-school learners.

Venue

- Room size: Adequate space for all learners on the course to undertake theory and practical work
- Seats: One per learner
- Writing surfaces: Adequate for each learner to take notes
- Toilets: Separate facilities for male and female learners
- Ventilation: Should be adequate
- Lighting: Should be suitable for reading, combining a mixture of natural and artificial light
- Heating: Should maintain a 'shirt sleeve' environment, minimum temperature 16°C
- Access/exits: Should be safe, well lit and cater for people with special needs
- Floor coverings: Should be carpeted or mats / blankets provided for use during practical sessions
- Cleanliness: Maintain a clean, tidy and hygienic environment
- Noise: Consider whether there is noise that may distract candidates from training
- Electrical items: When projectors and other electrical equipment are used, the equipment must be checked to ensure it is in safe working order. It is important to be aware of trip hazards associated with electric cables in order to reduce such risks.

Unit Specification

Unit Title	Communication within Baby and Pre-School Swimming Lessons
Unit Aim	This unit aims to develop an understanding of the principles of communication, listening and engagement to develop effective baby and pre-school swimming lessons.
Learning Outcomes	Assessment Criteria
1. Understand the impact of positive and negative interactions	1.1 Explain the importance of positive interactions 1.2 Explain the effects of negative interactions 1.3 Explain ways to develop positive interactions 1.4 Describe the impact of interaction on baby and pre-school development
2. Understand the role of the accompanying adult	2.1 Explain the role of the accompanying adult 2.2 Describe factors which can affect the accompanying adult 2.3 Describe common adult cues 2.4 Explain how the baby and pre-school swimming teacher can engage the accompanying adult
3. Understand communication within a baby and pre-school swimming lesson	3.1 Identify methods of non-verbal communication 3.2 Describe listening as a two-way process 3.3 Explain the role of a baby and pre-school swimming teacher in relation to listening
4. Understand the importance of choice within a baby and pre-school swimming lesson	4.1 Explain the importance of choice within a baby and pre-school swimming lesson 4.2 Explain how baby and pre-school swimming teachers can offer choice
5. Know how to build positive relationships within the water	5.1 Explain the importance of positive relationships 5.2 Explain how baby and pre-school swimming teacher can build positive relationships
6. Be able to demonstrate effective communication during a baby and pre-school swimming lesson	6.1 Demonstrate positive verbal communication during a baby and pre-school swimming lesson 6.2 Demonstrate listening during a baby and pre-school swimming lesson 6.3 Demonstrate encouraging positive interactions between the accompanying adult and baby and pre-schooler

Unit Specification

Unit Title	Gentle Approach to Swimming
Unit Aims	This unit aims to develop an understanding of the benefits and appropriate gentle child-led teaching methods and practices employed by the baby and pre-school swimming teacher.
Learning Outcomes	Assessment Criteria
1. Understand the effects of the pool environment	1.1 Explain how to create a positive learning environment
2. Understand the importance of a gentle introduction to the water	2.1 Describe the importance of a gentle induction to the water 2.2 Explain how to introduce a baby and pre-schooler to the water
3. Be able to create a safe and calm swimming lesson environment	3.1 Create a positive swimming lesson environment 3.2 Demonstrate a positive relaxed introduction to the swimming lesson 3.3 Demonstrate effective vocal projection for the lesson 3.4 Demonstrate pace and timing relevant for the development stage of the learners 3.5 Demonstrate correct teaching position and presence within the lesson
4. Understand baby and pre-school cues	4.1 Explain negative cues which can occur during a baby and pre-school swimming lesson 4.2 Explain positive cues which can occur during a baby and pre-school swimming lesson 4.3 Explain how to manage negative cues within a baby and pre-school swimming lesson
5. Be able to manage negative cues and disengagement	5.1 Recognise negative cues 5.2 Recognise disengagement 5.3 Demonstrate the adaptation of activities in response to negative cues 5.4 Demonstrate the adaptation of activities in response to disengagement
6. Understand emotional states of a baby	6.1 Demonstrate positive verbal communication during a baby and pre-school swimming lesson 6.2 Demonstrate listening during a baby and pre-school swimming lesson 6.3 Demonstrate encouraging positive interactions between the accompanying adult and baby and pre-schooler
7. Understand the importance of pace and timing of a baby and pre-school swimming lesson	7.1 Explain why the pace of the lesson is important within a baby and pre-school swimming lesson 7.2 Explain the importance of repetition within a baby and pre-school swimming lesson 7.3 Explain how activities can be adapted to meet learner needs
8. Understand the importance of relaxation within a baby and pre-school swimming lesson	8.1 Explain why relaxation is important during a baby and pre-school swimming lesson 8.2 Describe how relaxation can be incorporated into a swimming lesson
9. Be able to deliver a baby and pre-school lesson which is at the correct pace for the baby or pre-schooler	9.1 Demonstrate delivering a baby and pre-school swimming lesson which is at a suitable pace for the emotional state of the baby 9.2 Demonstrate adapting the lesson according to the needs of the babies
10. Be able to deliver relaxation within a baby and pre-school lesson	10.1 Demonstrate teaching activities which encourage relaxation 10.2 Demonstrate changing the environment to facilitate relaxation 10.3 Recognise the role of a baby and pre-school swimming teacher within relaxation activities

Unit Specification

Unit Title	Submersions within Baby and Pre-School Swimming Lessons
Unit Aims	This unit aims to develop an understanding of types of submersions, communication during submersions and how to teach child-led submersions.
Learning Outcomes	Assessment Criteria
1. Understand submersion best practice guidelines	1.1 Identify the types of submersion which occur within a baby and pre-school swimming lesson 1.2 Describe the policies and best practice guidelines relevant to submersion
2. Understand practices leading to child-led submersions	2.1 Identify non-verbal anxiety cues babies or pre-schoolers may show prior to submersion 2.2 Explain how to create a positive environment pre-submersion 2.3 Explain the importance of post submersion cues
3. Be able to teach child-led submersion techniques	3.1 Demonstrate a child-led approach to submersion 3.2 Select activities which encourage elective submersions 3.3 Respond to baby and pre-schooler cues pre and post submersion
4. Understand the role of the baby and pre-school teacher during delivery of submersions.	4.1 Explain the role of the baby and pre-school teacher during submersions 4.2 Explain the considerations for submersion through songs 4.3 Explain the consideration for submersions through conditioning 4.4 Explain the importance of choice during submersions

Unit Specification

Unit Title	Childhood Development Stages and Transition into Independence
Unit Aim	This unit aims to develop an understanding of child development stages and their implications on teaching.
Learning Outcomes	Assessment Criteria
1. Understand the stages of baby development	1.1 Describe the stages of development for a baby 0 - 12 months 1.2 Describe teaching implications for learners at each stage of development 1.3 Identify suitable activities for learners at each stage of development
2. Understand the reflexes relevant to baby and pre-school swimming	2.1 Explain primitive reflexes relevant to baby swimming 2.2 Explain the progression from primitive to postural reflexes 2.3 Explain postural reflexes relevant to baby swimming
3. Understand the stages of toddler development	3.1 Describe the stages of development for a toddler 1 - 4 years 3.2 Describe teaching implications for toddlers at each stage of development 3.3 Identify suitable activities for toddlers at each stage of development
4. Understand the emotional development of a toddler or pre-schooler	4.1 Explain why toddler or pre-schooler tantrums can occur 4.2 Explain the importance of a supportive adult's role for a toddler or pre-schooler's emotional development 4.3 Explain the importance of boundaries within a swimming lesson
5. Be able to teach activities to toddlers and pre-schoolers	5.1 Demonstrate teaching activities which are relevant to the stage of physical development of a toddler and pre-schooler 5.2 Demonstrate teaching activities which are relevant to the stage of social development of a toddler and pre-schooler 5.3 Demonstrate teaching activities which are relevant to the stage of emotional development of a toddler and pre-schooler 5.4 Demonstrate adapting activities to the needs of a toddler or pre-schooler 5.5 Demonstrate changing the pace of a lesson in accordance with needs
6. Understand the process of transition into independent swimming	6.1 Describe the areas for development in relation to transitioning into independent swimming <ul style="list-style-type: none"> • Body position • Leg action • Arm action • Breathing 6.2 Explain the progressive practices for transition into independent swimming
7. Be able to teach the progressions to independent swimming	7.1 Demonstrate teaching activities which encourage independent swimming 7.2 Demonstrate adapting an activity to develop independent swimming 7.3 Demonstrate repetitive progression which build into an independent swim

Unit Specification

Unit Title	Learning and Play within Swimming Lessons
Unit Aims	This unit aims to develop an understanding of how people learn, types of play and how these can be incorporated into a swimming lesson.
Learning Outcomes	Assessment Criteria
1. Understand the way babies and pre-schoolers learn	1.1 Describe a theory of learning Explain independent learning for babies and pre-schoolers 1.2 Explain how independent learning can be applied in a swimming lesson
2. Be able to teach a swimming lesson which encourages independent learning	2.1 Demonstrate teaching activities which encourages independent learning 2.2 Demonstrate positive communication to encourage independent learning
3. Understand the importance of play for baby and pre-school development	3.1 Explain the importance of play for baby and pre-school development 3.2 Explain the different types of play which can be incorporated into a swimming lesson
4. Understand the use of singing within a swimming lesson	4.1 Explain how singing can be used within a swimming lesson 4.2 Explain the benefits of song and rhyme
5. Be able to incorporate types of play within a swimming lesson	5.1 Demonstrate using types of play during a swimming lesson.
6. Understand the importance of allowing babies and pre-schooler to take risks	6.1 Explain the importance of allowing babies and pre-schoolers to take risks 6.2 Describe teaching practices where risks can be taken and developed
7. Be able to teach safe activities which allow babies and pre-schooler to take risks	7.1 Demonstrate incorporating safe activities into a swimming lesson which allow babies and pre-schoolers to take risks

Unit Specification

Unit Title	Sensory Awareness within Swimming Lessons	
Unit Aims	This unit aims to develop an awareness of the sensory systems within the body, activities which can aid sensory development and adaptations to reduce sensory discomfort.	
Learning Outcomes	Assessment Criteria	
1. Understand the development of sensory awareness	1.1	Describe the importance of: <ul style="list-style-type: none"> • Vestibular system • Vision • Hearing • Touch • Smell and taste • Movement
	1.2	Explain how to adapt the lesson to reduce sensory discomfort Describe teaching practices which can be used in the development of sensory awareness
2. Be able to teach sensory activities within a swimming lesson	2.1	Demonstrate teaching activities which can aid sensory development
	2.2	Demonstrate adapting the lesson to reduce sensory discomfort

Unit Specification

Unit Title	Babies and Pre-School with Additional Needs	
Unit Aims	This unit aims to develop an awareness of different medical conditions, the implications they have upon a swimming lesson, the benefits to swimming and how activities can be adapted to suit the needs of the baby or pre-schooler.	
Learning Outcomes	Assessment Criteria	
1. Understand the health benefits of swimming for babies and pre-schoolers with additional needs	1.1 1.2 1.3 1.4	Explain the physiological benefits of swimming for babies and pre-schoolers with additional needs Describe the benefits of a swimming lesson for the adult with a baby or pre-schooler with additional needs Explain the emotional benefits of swimming for babies and pre-schoolers with additional needs Explain the social benefits of swimming for babies and pre-schoolers with additional needs
2. Know common medical conditions and the impact on teaching and learning in an aquatic environment	2.1 2.2 2.3	Identify common medical conditions Describe the impact medical conditions may have upon teaching, learning and progression Explain how to adapt the baby and pre-school lesson to include all learners
3. Understand how to adapt progressive practices for babies and pre-schoolers with additional needs	3.1	Explain how to adapt the activities for: <ul style="list-style-type: none"> • Submersion • Floatation • Rotation
4. Be able to deliver a baby and pre-school swimming lesson to babies and pre-schoolers with additional needs	4.1 4.2 4.3	Demonstrate teaching aquatic activities to a baby or pre-schooler with additional needs Demonstrate adapting an activity to meet the needs of the baby or pre-schooler Demonstrate differentiation within a lesson to engage all learners

Unit Specification

Unit Title	Reflecting upon Own Skills and Practice	
Unit Aims	This unit aims to develop an understanding of the importance of reflection, reflection methods and requires the baby and pre-school swimming teacher to reflect upon their own teaching practice.	
Learning Outcomes	Assessment Criteria	
1. Understand the approaches and reasons for reflective practice	1.1 1.2	Explain the importance of reflective practice Describe approaches to reflective practice
2. Be able to reflect on own practice as a baby and pre-school swimming teacher	2.1 2.2	Review the effectiveness of own practice as a baby and pre-school swimming teacher Reflect on own practice, skills and knowledge
3. Be able to improve own learning and development practice	3.1 3.2 3.3 3.4	Reflect on own practice, skills and knowledge Identify areas for improvement in own practice for baby and pre-school swimming teaching Use records of own actions to support and inform ongoing practice Apply new knowledge and skills to improve own practice

Unit Specification

Unit Title	Safeguarding Children, Young People and Vulnerable Adults
Unit Aim	This unit aims to develop an awareness of safeguarding procedures and legislation, types of abuse and good practice recommendations with regards to children, young people and vulnerable adults.
Learning Outcomes	Assessment Criteria
1. Understand the legislation and codes of practice related to safeguarding children, young people and vulnerable adults	1.1 Describe what is meant by a child, young person and vulnerable adult 1.2 Identify the legislation associated with safeguarding 1.3 Identify the codes of practice associated with safeguarding 1.4 Describe the process by which legislation has been created
2. Understand the role of statutory agencies within safeguarding children, young people and vulnerable adults	2.1 Explain the role of Police, Social Services and NSPCC 2.2 Explain the role of Local Safeguarding Children Boards 2.3 Explain the importance of an interagency approach
3. Understand the forms of abuse	3.1 Describe forms of abuse 3.2 Identify indicators of potential harm or abuse 3.3 Identify factors which may make someone more vulnerable to harm or abuse
4. Understand good practice and how an aquatic teacher can protect themselves from allegations	4.1 Describe boundaries of the role of an aquatic teacher 4.2 Describe how to challenge poor practice 4.3 Identify how to work in ways that promote active participation 4.4 Identify how to maintain dignity, respect, personal beliefs and preferences
5. Understand the role of an aquatic teacher when safeguarding concerns are raised, or a disclosure made	5.1 Explain the procedures that should be followed when concerns are raised 5.2 Identify when to pass on otherwise confidential information 5.3 Explain the procedures to follow when a disclosure is made 5.4 Explain the procedures for recording and reporting concerns 5.5 Explain the requirements for confidentiality and data protection
6. Understand good practice recruitment procedures	6.1 Explain the Crown Prosecution Service guidelines in relation to recruitment of staff