



## Qualification Specification

# People with Disabilities

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

### STA Level 2 Award in Aquatic Teaching - People with Disabilities

Qualification Number: 600/8178/8

Credit Value: 6 Credits

#### Unit Structure

This qualification consists of 2 mandatory units

Unit Title	Code	Credit Value	Unit Level	GLH
Planning, Preparing and Aquatic Teaching People with Disabilities	A/504/6297	3	2	26
People with Disabilities Aquatic Activities	F/504/6298	3	2	22

#### Total Qualification Time

48 Hours

#### QW Designation No:

C00/0967/2

## Introduction:

People with disabilities swimming teachers are able to seek employment in a wide variety of leisure facilities including private health clubs, school swimming pools through to large local authority leisure centres. As a people with disabilities swimming teacher, you would be responsible for planning, delivering and evaluating a series of progressive and fun swimming lessons teaching learners a range of basic aquatic and safety skills such as floating, rotation, water confidence, swimming strokes. You would be responsible for ensuring the lesson area and appropriate equipment was safe and promoted good teaching and learning.

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## Qualification Objective:

The People with Disabilities qualification aims to train candidates to teach aquatic activities to individuals and groups with most types of disabilities.

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## Target Learners

This qualification is for learners who wish to work with learners who have additional needs or a disability in specific disability swimming lessons and help them to develop, both as swimmers and individuals in the aquatic environment. There is no experience of working with children or teaching swimming lessons required, so this qualification could appeal to parents looking for a career that fits in around their childcare commitments, those interested in pursuing a career in the leisure industry, those already employed within a leisure environment who are looking to progress their career or those who are already working as a swimming teacher.

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## Progression

Experienced swimming teachers may wish to take on a mentoring role within the workplace, become responsible for co-ordinating or managing the learn to swim programme or share their knowledge and experience with the next generation of swimming teachers by becoming an aquatic tutor.

Alternatively learners may wish to move in to teaching beginner learners and baby and pre-school learners.

## Industry Standards

STA People with Disabilities Award references the following industry guidance documents:

- PAS81:2011 Specification for the management of a swimming school
  - STA Swimming Teaching Code of Practice
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## Entry Requirements

- Be 18 years of age or older
  - Hold current membership of STA
  - Hold the Safety Award for Teachers or acceptable equivalent
  - Hold the STA Safeguarding Children, Young People and Vulnerable Adults certificate or acceptable equivalent.
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## 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.

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## Grading Format

Pass / Fail

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## Assessment Methods

- Complete a portfolio and worksheet questions to the satisfaction of the course tutor
- Undertake at least 30 minutes of poolside teaching during the course
- As part of an external assessment, teach a 15 minute lesson to 4 learners

## Tutor / Assessor 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 Award in Swimming Teaching - People with Disabilities
  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).
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## 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 Award in Swimming Teaching - People with Disabilities
2. Internal quality assurance qualification

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

## Resource Requirements

- People with Disabilities Resource manual - A manual is required for learners to have access to theoretical and practical knowledge of the qualification
- A range of suitable swimming teaching Equipment:
  - Pull buoys
  - Toys
  - Play rafts
  - Woggles
  - Floats
- 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 disability 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	Planning, Preparing and Aquatic Teaching People with Disabilities
Unit Aim	This unit aims to develop an awareness of the regulation background to safe swimming teaching for people with disabilities; Teaching methods and lesson plans for different age groups and disabilities. Techniques for manual support, rotation, entry and exit techniques, the development of breathing, balance and propulsion.
Learning Outcomes	Assessment Criteria
1. Understand the principles of planning an aquatic activity	1.1 Define aims and objectives 1.2 Describe the need for planning; long and short term 1.3 Describe planning considerations 1.4 Describe the structure of a lesson plan 1.5 Differentiate between teaching practices and teaching points 1.6 Describe the evaluation processes
2. Understand hygiene and safety in an aquatic environment	2.1 Perform a risk assessment 2.2 Describe the hygiene and safety factors that should be adhered to when running aquatic activities 2.3 Describe the requirements of pool facilities for people with disabilities 2.4 Describe the pool layout constraints
3. Understand how to promote inclusion	3.1 Describe how learners with less severe disabilities may be included in mainstream lessons
4. Be able to produce a scheme of work and lesson plans	4.1 Develop a scheme of work comprising of six lessons for a group with moderate disabilities 4.2 Develop a lesson plan for a class of moderate disabilities 4.3 Develop a lesson plan for a one to one lesson with a of severe disability learner 4.4 Develop a lesson plan for a class with learning difficulties integrated into a mainstream lesson.
5. Be able to perform correct holds for supporting a learner	5.1 Demonstrate supine support 5.2 Demonstrate prone support 5.3 Demonstrate lateral rotation support 5.4 Demonstrate long arm/ short arm support 5.5 Demonstrate vertical support 5.6 Demonstrate entry/ exit support 5.7 Demonstrate how to recognise and apply corrections to holds and variations 5.8 Demonstrate how to recognise when a hold or float is inappropriate and how to offer an alternative practice
6. Be able to teach people with disabilities aquatic activities	6.1 Demonstrate assessing abilities, evaluating skills and giving corrective practices 6.2 Demonstrate teaching the development of breathing activities 6.3 Demonstrate teaching the development of propulsion activities 6.4 Demonstrate teaching the development of submersion activities 6.5 Demonstrate teaching the development of balance activities 6.6 Demonstrate teaching the development of lateral rotation activities 6.7 Demonstrate teaching the development of vertical rotation activities 6.8 Demonstrate Safe Group control
7. Understand how to incorporate activities and games within a lesson and the consideration needed for diving	7.1 Describe the considerations needed before teaching diving 7.2 Describe the value of games in teaching. 7.3 Describe the use of activities, action songs and games within a lesson 7.4 Describe group activities that can be used within the lesson. 7.5 Describe the use of music within a lesson
8. Be able to lead participants in aquatic games	8.1 Demonstrate teaching individual aquatic fun activities 8.2 Demonstrate teaching fun activities with a partner 8.3 Demonstrate teaching aquatic team games 8.4 Identify songs which can be used within a lesson

## Unit Specification

Unit Title	People with Disabilities Aquatic Activities
Unit Aim	The unit aims to develop an understanding of the benefits and development of teaching people with disabilities aquatic activities, including the scientific knowledge to develop a people with disabilities swimming teacher.
Learning Outcomes	Assessment Criteria
1. Understand the benefits of swimming and how the basic scientific principles can affect a learner.	1.1 Describe the health benefits of swimming 1.2 Describe how different disabilities affect the individual when learning to swim 1.3 Describe how to apply the basic principles of gravity and buoyancy to adjust a learners body position
2. Understand how to use a variety of equipment and teaching aids safely	2.1 Demonstrate how to use buoyancy aids, swimming aids and goggles correctly. 2.2 Compare the advantages and disadvantages of buoyancy aids. 2.3 Describe the equipment that can be used within a lesson. 2.4 Describe the use of incentive schemes
3. Understand the learning skills and the importance of communication	3.1 Describe Perceptual Motor Skills. 3.2 Describe Perceptual skills 3.3 Describe Spatial awareness. 3.4 Describe the Inclusion Spectrum 3.5 Describe the importance of communication
4. Understand basic fundamentals of Disability swimming	4.1 Describe what the basic safety skills are. 4.2 Describe the importance of teaching rotations 4.3 Describe safe methods of entry and exit 4.4 Describe water confidence exercises.
5. Understand how to use assistance and manual handling	5.1 Explain the need for assessment of each individual before deciding on the amount of assistance to be given 5.2 Describe the supports used in water for people with disabilities 5.3 Describe how an assistant may be use 5.4 Describe what training an assistant will need 5.5 Describe the principles of manual handling 5.6 Describe the need for teamwork in manual handling
6. Understand how to adapt swimming strokes	6.1 Describe how adaptations may be made to strokes 6.2 Describe Front Crawl adaptations 6.3 Describe Back Crawl adaptations 6.4 Describe Breaststroke adaptations
7. Understand how to form a disability swimming club and direct learners towards competition.	7.1 Describe how to form a disability Swimming Club 7.2 Describe how to develop a learner towards competition