



Qualification Specification

STA Certificate in Swimming Teaching

CIMSPA
ENDORSED

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STA Level 2 Certificate in Swimming Teaching

Qualification Number: 600/3057/4

Credit Value: 17 Credits

Unit Structure

This qualification consists of 3 mandatory units

Unit Title	Code	Credit Value	Unit Level	GLH
Understanding How to Develop Participants Through Coaching Sport	Y/601/2104	2	2	12
Teaching Swimming, Lifesaving and Survival Techniques	T/503/4200	5	2	46
Understanding the Fundamentals of Coaching Sport	J/601/2101	3	2	22

Total Qualification Time

70 Hours

QW Designation No:

C00/0380/3

Introduction:

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 swimming teacher, you would be responsible for planning, delivering and evaluating a series of progressive and fun swimming lessons teaching non swimmer through to advanced learners a range of basic aquatic and safety skills such as floating, rotation, water confidence, swimming strokes, water safety and competitive starts and turns. You would be responsible for ensuring the lesson area and appropriate equipment was safe and promoted good teaching and learning.

Qualification Objective:

The STA Certificate in Swimming Teaching aims to prepare holders to teach, without supervision, learners of all levels.

Target Learners

Swimming teachers who hold the STA Award in Swimming teaching who wish to teach advanced learners, survival and rescue skills, and competitive starts and turns.

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 those with disabilities and baby and pre-school learners.

Industry Standards

The STA Certificate in Swimming Teaching is partially mapped to the following occupational standards:

- SKAD472 - Plan a series of coaching sessions
- SKAD473 - Prepare the coaching environment
- SKAD483 - Manage safe and effective sports coaching
- SKAD482 - Plan sports coaching programmes
- SKAD484 - Manage the delivery of effective sports coaching programmes
- SKAD485 - Develop participant performance through effective sports coaching
- SKAD486 - Monitor and evaluate effective sports coaching programming
- SKASC7 - Evaluate sports coaching programmes and practice.

It also references the following industry guidance documents:

- PAS 81:2011 Specification for the management of a swimming school
 - HSG179 Managing Health and Safety in Swimming Pools
 - STA Swimming Teaching Code of Practice
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Entry Requirements

- Be 17 years of age or older
 - Hold current membership of STA
 - Hold the Safety Award for Teachers or acceptable equivalent
 - Hold the STA Award in Swimming Teaching or acceptable equivalent (Please note the ASA Level 1 Award in Aquatic Teaching is not an acceptable pre-requisite)
 - 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.

Grading Format

Pass / Fail

Assessment Methods

- Complete a portfolio and worksheet questions to the satisfaction of the course tutor
 - Undertake poolside teaching during the course
 - As part of an external assessment, teach a 30 minute lesson to 4 learners
 - Complete a 30 question multiple-choice paper with a unit pass mark of 15/20, 15/20 and 45/60.
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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 Certificate in Swimming Teaching (or acceptable equivalent)
 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 Certificate in Swimming Teaching
2. Internal quality assurance qualification

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

Resource Requirements

- Swimming Teaching 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 advanced 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	Understanding the Fundamentals of Coaching Sport
Unit Aim	This unit aims to develop an understanding of the principles of coaching sports including the role of a teacher, the coaching process, learning style and reflection.
Learning Outcomes	Assessment Criteria
1. Understand the role of a coach	1.1 Describe how to ensure that the participant is at the centre of the coaching process 1.2 Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace 1.3 Describe how to develop and maintain positive relationships with and between participant(s) 1.4 Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement 1.5 Identify methods to develop participant(s)' confidence and self esteem 1.6 Describe how to identify opportunities for the coach to reflect and develop their coaching practice 1.7 List the different support personnel that can contribute to coaching sessions 1.8 Describe how support personnel can be used to contribute to coaching sessions 1.9 Explain the importance of positively promoting the role of officials in competition 1.10 Define what is acceptable in terms of a coach : participant relationship 1.11 Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach : participant relationship 1.12 Identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected 1.13 Outline the types of information that the coach should provide to participant(s) after a coaching session
2. Understand the coaching process	2.1 Outline how to identify participant(s)' needs 2.2 List the sources of information that a coach can use when planning and preparing coaching sessions 2.3 Identify the types of information about participants which should be treated confidentially 2.4 Describe the stages and components of the coaching process 2.5 Describe how to plan coaching sessions that meet participant(s)' needs 2.6 Explain how individual coaching sessions support the aims of the wider coaching programme 2.7 Explain the process of setting SMART goals/objectives 2.8 Describe how to start and end a coaching session 2.9 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session 2.10 Describe different types of demonstrations that encourage learning 2.11 Explain how to balance instruction, facilitation, and demonstration within sessions 2.12 Describe how to use listening skills 2.13 Describe how to select language that is appropriate to participant(s) 2.14 List how the coach can establish the views of participant(s) about the coaching sessions 2.15 Identify situations when a coach may need to change or adapt a session 2.17 Describe how to give constructive feedback to participant(s) Identify how to cater for an individual's needs within group coaching 2.18 Describe how to organise group coaching sessions

3. Understand the participant(s)' learning styles	3.1 Outline different learning styles and needs 3.2 Explain how to consider participant(s)' learning styles and needs when planning coaching sessions 3.3 Describe the difference between the ways that adults and children learn 3.4 Define the principles of monitoring and evaluating learning 3.5 Describe how the coach can support participant(s) in taking responsibility for their own learning 3.6 Describe how to manage different learning styles and learning needs, in group coaching
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 Outline ground rules for positive behaviour during coaching sessions 4.4 Outline the methods of communicating and implementing ground rules 4.5 Explain the importance of fair and consistent behaviour management 4.6 Explain how to encourage and reward positive behaviour 4.7 Identify the types of behaviour by participant(s) and others that may cause emotional distress 4.8 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress 4.9 Describe how to respond to discriminatory behaviour 4.10 Describe the procedures to be followed if a participant wants to complain about discrimination
5. Understand how to reflect on a coaching session	5.1 Identify valid sources of feedback from participant(s) and support staff 5.2 Explain how to do each of the following as part of self-reflection: <ul style="list-style-type: none"> • Make self-assessment of skill level • Identify action to be taken • Use different methods of self-reflection 5.3 Outline how to use evidence of own performance 5.4 List factors that impact on the ability to identify own development needs 5.5 Identify methods for personal action planning and the prioritisation of such planning 5.6 Describe how to measure each of the following: <ul style="list-style-type: none"> • The quality of the coaching experience • Participant development • The quality assurance mechanisms used 5.7 Describe how to use information taken from evaluations to improve the programme/session

Unit Specification

Unit Title	Understanding How to Develop Participants through Coaching Sport
Unit Aim	This unit aims to develop an awareness of the principles of coaching sport and how the learners development impact upon teaching.
Learning Outcomes	Assessment Criteria
1. Understand the principles of planning coaching sessions	1.1 Identify the information required to plan coaching sessions 1.2 Identify health and safety requirements that may impact on coaching sessions 1.3 Describe how to establish goals for coaching sessions based on participant(s)' needs 1.4 Identify sport-specific technical content to be included in coaching session plans 1.5 List a range of coaching styles 1.6 Explain the use of different coaching styles 1.7 Describe how fun and enjoyment in coaching sessions can impact on learning 1.8 Describe the components of planning progressive coaching sessions 1.9 Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions 1.10 Describe how coaching sessions might be adapted as a result of 1.11 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 2.2 • Skill transfer 2.3 Describe the basic methods of analysing participant(s)' performance Identify factors that affect the development of participant(s)' skills in sport 2.4 Describe the organisational requirements for the delivery of coaching sessions 2.5 Describe the different techniques available for developing participant(s)' skill through coaching 2.6 Identify methods to support participant development 2.7 Identify sources of feedback which will support participant(s)' development 2.8 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 a variety of evaluation methods that can be used to monitor participant(s)' development and learning 4.3 Identify types of information that can be gathered to monitor participant(s)' development and learning 4.4 Identify appropriate other people who can contribute to the evaluation of coaching sessions 4.5 Describe how and when to gather information on current coaching practice from participant(s) and others 4.6 Explain how the feedback from participant(s) and others should impact on future coaching practice 4.7 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development

Unit Specification

Unit Title	Teaching Swimming, Lifesaving and Survival Techniques
Unit Aim	This unit aims to develop an understanding of the principles of planning, delivering and evaluating safe and effective swimming lessons including diving, rescue skills, survival skills and competitive starts and turns.
Learning Outcomes	Assessment Criteria
1. Understand the principles of planning for teaching swimming, competitive starts and turns, lifesaving and survival activities	1.1 Describe planning considerations relevant to teaching: <ul style="list-style-type: none"> Swimming Competitive starts and turns Lifesaving Survival practices 1.2 Consideration shall be given to equality requirements 1.3 Describe the structure of a lesson plan for teaching: <ul style="list-style-type: none"> Swimming Competitive starts and turns Lifesaving Survival practices 1.4 Describe the evaluation processes for teaching: <ul style="list-style-type: none"> Swimming Competitive starts and turns Lifesaving Survival practices
2. Understand hygiene and safety requirements for teaching swimming, competitive starts and turns, lifesaving and survival techniques	2.1 Perform risk assessments for teaching: <ul style="list-style-type: none"> Swimming Competitive starts and turns Lifesaving Survival practices 2.2 Describe the hygiene and safety factors that should be adhered to when teaching: <ul style="list-style-type: none"> Swimming Competitive starts and turns Lifesaving Survival practices
3. Be able to produce a scheme of work and supporting lesson plans for teaching swimming, competitive starts and turns, lifesaving and survival techniques.	3.1 Perform observations and evaluations of the following: <ul style="list-style-type: none"> Swimming lesson to improve swimming strokes Competitive starts and turns lesson Lifesaving lesson Survival techniques lesson 3.3 Develop a scheme of work comprising twenty lessons to improve swimming, introduce competitive starts and turns, teach lifesaving and survival techniques, consideration shall be given to equality requirements 3.4 Develop twenty lesson plans to support the above scheme of work
4. Be able to teach improvers competition swimming strokes	4.1 Demonstrate assessing abilities, evaluating skills and giving corrective practices for improver swimmers while teaching: <ul style="list-style-type: none"> Front crawl Back crawl Breaststroke Butterfly
5. Be able to teach improvers competitive starts and turns	5.1 Demonstrate assessing abilities, evaluating skills and giving corrective practices for improver swimmers while teaching: <ul style="list-style-type: none"> Diving from the poolside Competitive starts Competitive turns

6. Be able to teach improvers lifesaving skills	6.1 Demonstrate assessing abilities, evaluating skills and giving corrective practices for improver swimmers while teaching: <ul style="list-style-type: none"> • Reaching and throwing rescues • Wadding and accompanied rescues • Non-contact and contact towing rescues • Rescue sequence and after-care
7. Be able to teach improvers survival techniques	7.1 Demonstrate assessing abilities, evaluating skills and giving corrective practices for improver swimmers while teaching: <ul style="list-style-type: none"> • Safe entries and exits for unknown water • Survival floating and sculling • Swimming in clothing and removing clothing in water • Survival swimming strokes • Surface dives and underwater swimming • H.E.L.P. and Huddle positions • Survival sequences
8. Understand how to teach Water Safety	8.1 Describe planning and knowledge considerations when teaching water safety to: <ul style="list-style-type: none"> • Young Children • Children • Teenagers • Adults 8.2 Consideration shall be given to equality requirements
9. Understand the value of using games when teaching swimming, competitive starts and turns, lifesaving and survival techniques	9.1 Describe the importance of games when teaching swimming, competitive starts and turns, lifesaving and survival techniques 9.2 Give examples of games to use when teaching: <ul style="list-style-type: none"> • Swimming • Competitive starts and turns • Lifesaving • Survival practices