



Qualification Specification

STA Level 2 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 7 mandatory units

Unit Title	Code	Credit Value	Unit Level	GLH
Understanding How to Develop Participants Through Coaching Sport	Y/601/2104	2	2	5
Teaching Swimming, Lifesaving and Survival Techniques	T/503/4200	5	2	18
Understanding the Fundamentals of Coaching Sport	J/601/2101	3	2	9
Understanding the Elementary Scientific Principles Relevant to Swimming	F/503/3583	1	2	7
Planning, Preparing and Teaching Swimming	J/503/3584	3	2	18
Understanding the Principles of Safe and Equitable Coaching Practice	M/601/2108	2	2	7
Safety Award for Teachers	R/506/9620	1	2	7

GLH = Guided learning hours

Total Qualification Time 140 Hours

QW Designation No:

C00/0380/3

Qualification Delivery

From the guided learning hours (GLH) the STA Level 2 Certificate in Swimming Teaching is 71 hours. The minimum contact hours for this qualification is 32 hours which includes direct teaching and assessing, but excludes breaks. The rest of the GLH is taken from; 32 hours from the STA Level 2 Award in Swimming Teaching and 7 hours from the STA Level 2 Safety Award for Teachers.

The course may be run over 4 days, but can also be delivered over a period of weeks, with the minimum of each training session being 2 hours.

The ratio for this qualification is a maximum of 12 learners to 1 tutor.

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 Level 2 Certificate in Swimming Teaching aims to prepare holders to teach, without supervision, learners of all levels.

Target Learners

Swimming teachers who hold the STA Level 2 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 Level 2 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 STA Level 2 Safety Award for Teachers or acceptable equivalent
 - Hold the STA Level 2 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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Special Considerations and Reasonable Adjustments Policies

STA have put measures in place for learners requiring additional support whilst undertaking STA courses.

For further information on these, please refer to the resources section on www.sta.co.uk; STA Special Considerations Policy <https://www.sta.co.uk/resources/policies/special-consideration-policy/>, STA Reasonable Adjustments Policy <https://www.sta.co.uk/resources/policies/reasonable-adjustments-policy/>

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.

Assessment Format

Competent / Not competent.

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 Level 2 Certificate in Swimming Teaching (or acceptable equivalent)
 2. Hold or working towards a formal tutoring and assessing qualification
 3. Maintaining 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 swimming teaching as well as knowledge and competency in internal quality assurance.

An IQA must hold:

1. STA Level 2 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

- STA 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 learners 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

<p>3. Understand the participant(s)' learning styles</p>	<p>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</p>
<p>4. Understand behaviour management</p>	<p>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</p>
<p>5. Understand how to reflect on a coaching session</p>	<p>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</p>

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 • Skill transfer 2.2 Describe the basic methods of analysing participant(s)' performance 2.3 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 improver's 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 improver's 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 improver's 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 improver's 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

Unit Specification

Unit Title	Understanding the Elementary Scientific Principles Relevant to Swimming
Unit Aim	The unit aims to develop an awareness of the scientific principles in relation to swimming and the effect these have upon a learner.
Learning Outcomes	Assessment Criteria
1. Understand the basic human physiology in relationship to swimming	1.1 Describe in simple terms the body metabolism relevant to eating and exercise 1.2 Describe the breathing techniques associated with swimming 1.3 Describe in simple terms the function of the circulatory system relevant to exercise in water 1.4 Explain hyperventilation in relation to swimming
2. Understand the effects of temperature on the human body while immersed in water	2.1 Describe the dangerous effects of temperature changes on the body when immersed in water 2.2 Describe in simple terms how the body copes with temperature changes when immersed in water 2.3 Describe the benefits of the 'warm up' in swimming
3. Understand the effects of water pressure on the human body when submerged in water	3.1 Describe the effects of water pressure on the human body when submerged in water 3.2 Describe the effects on the ears when submerging under water 3.3 Describe the safe methods to equalise pressure in the middle ear
4. Understand the health benefits of swimming	4.1 Describe the health benefits of swimming
5. Understand the principles of floating, buoyancy and stability	5.1 Define the centre of gravity 5.2 Define the centre of buoyancy 5.3 Define density and specific gravity 5.4 Describe how different body types float in water and the buoyancy variables of the human body 5.5 Describe how limb movements affect stability
5. Understand the principles of propulsion and movement in water	6.1 Define Newton's third law of motion 6.2 Describe paddle, sculling and finning actions in water 6.3 Describe how to perform vertical and horizontal rotations 6.4 Define and give examples of resistance in water

Unit Specification

Unit Title	Planning, Preparing and Teaching Swimming
Unit Aim	This unit aims to develop an understanding of the principles of planning, delivering and evaluating safe and effective swimming lessons.
Learning Outcomes	Assessment Criteria
1. Understand the principles of planning an aquatic activity	1.1 Define aims and objectives 1.2 Describe different types of planning 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
3. Be able to produce a scheme of work and supporting lesson plans	3.1 Perform an observation of the following: <ul style="list-style-type: none"> • Adult lesson • Child lesson • Non-swimmer lesson • Beginner lesson • Improver lesson 3.2 Develop a scheme of work comprising of ten lessons for non-swimmers to introduce confidence practices and basic swimming strokes 3.3 Develop ten lesson plans to support the above scheme of work
4. Be able to teach non-swimmers basic water confidence practices	4.1 Demonstrate teaching entering and exiting the water safely 4.2 Demonstrate teaching basic water confidence practices 4.3 Demonstrate teaching aquatic games 4.4 Demonstrate teaching how to regain feet from the front and back glides 4.5 Demonstrate teaching how to float
5. Be able to teach improvers competition swimming strokes	5.1 Demonstrate assessing abilities, evaluate skills and give corrective practices for improver swimmer 5.2 Demonstrate teaching how to swim front crawl 5.3 Demonstrate teaching how to swim back crawl 5.4 Demonstrate teaching how to swim breaststroke 5.5 Demonstrate teaching the dolphin leg action
6. Be able to develop improvers skills in preparation for a dive entry from the poolside	6.1 Demonstrate teaching shallow water practices associated with diving
7. Be able to teach progressive steps and jump entries in water from the poolside	7.1 Demonstrate teaching how to step and jump into water from the poolside
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
9. Be able to evaluate swimming lessons	9.1 Perform an evaluation of a non-swimmer lesson 9.2 Perform an evaluation of a beginner lesson 9.3 Perform an evaluation of a swimming stroke lesson 9.4 Perform an evaluation of entering the water from the poolside lesson 9.5 Perform a self-evaluation of teaching a swimming lesson

Unit Specification

Unit Title	Understanding the Principles of Safe and Equitable Coaching Practice
Unit Aim	The unit aims to develop an understanding of how to ensure learners safety during a swimming lesson and the best practice recommendations which should be followed.
Learning Outcomes	Assessment Criteria
<p>1. Understand how to ensure participant(s)' safety during sport specific coaching sessions</p>	<p>1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition</p> <p>1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s)</p> <p>1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences</p> <p>1.4 Explain how to implement contingencies to coaching sessions as a result of external influences</p> <p>1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition</p> <p>1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)</p> <p>1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)</p> <p>1.8 Describe the coach's duty of care responsibilities for participant(s), including children</p> <p>1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately</p> <p>1.10 Describe the following requirements for ensuring the protection of children from abuse:</p> <ul style="list-style-type: none"> • Legal requirements • Sport-specific requirements <p>1.11 Describe the insurance requirements on a coach operating in a coaching environment</p>
<p>2. Understand how to ensure equitable coaching of sport-specific activities</p>	<p>2.1 Describe the following requirements impacting on equitable coaching:</p> <ul style="list-style-type: none"> • Legal requirements • Sport-specific requirements <p>2.2 Explain the purpose of sport-specific Codes of Practice for coaching</p> <p>2.3 Explain how sport-specific Code of Practice for coaching impact on coaching behaviour</p> <p>2.4 Describe methods to minimise barriers to participant development</p> <p>2.5 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations</p> <p>2.6 Describe the nature of impairments and how their implications may affect aspects of the coaching process</p> <p>2.7 Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment</p> <p>2.8 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity</p> <p>2.9 Describe how to adapt and progress activities and sessions</p> <p>2.10 Describe how to prepare athletes for competition</p> <p>2.11 Identify types of performance enhancing drugs and illegal substances</p> <p>2.12 Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances</p>

Unit Specification

Unit Title	Safety Award for Teachers	
Unit Aim	Safety Award for Teachers will be able to understand the importance of safety on poolside, will understand their role within an emergency procedure, how to recognize and treat a variety of first aid conditions in a swimming pool and the surrounding area.	
Learning Outcomes	Assessment Criteria	
1. Understand Pool Safety Operating Procedures	1.1 1.2	Describe the areas covered by a Normal Operating Plan Describe the areas covered by an Emergency Action Plan
2. Understand basic first aid procedures relevant to injuries in an aquatic environment	2.1 2.2	Give the aims of first aid Describe the management of: <ul style="list-style-type: none"> • Choking • Bleeding and shock • Spinal injuries • Asthma • Hyperventilation
3. Know how to administer basic life support	3.1 3.2 3.3	Describe the chain of survival Describe adult basic life support Describe the basic life support procedure for paediatric and drowning casualties
4. Be able to administer basic life support	4.1 4.2 4.3 4.4	Demonstrate handling a simulated unconscious casualty for the following procedures: <ul style="list-style-type: none"> • Turning from prone to supine • Primary survey • Action for vomit • Recovery position Demonstrate basic life support techniques as appropriate to: <ul style="list-style-type: none"> • Adult sudden collapse • Adult drowning • Children / infants Demonstrate obtaining an airway on a suspected spinal injury Demonstrate simulated resuscitation in the water
5. Be able to perform basic rescue skills	5.1 5.2 5.3 5.4 5.5 5.6	Perform reaching rescue and throwing rescue from the poolside Perform a wading rescue in standing depth Perform a water based buoyant aid rescue Demonstrate retrieving a submersible manikin from the pool floor Demonstrate landing an unconscious casualty onto poolside Demonstrate the rescue of a suspected spinal injury casualty
6. Know how to respond to a pool emergency situation	6.1 6.2 6.3	Describe how to assess the nature of an emergency Describe how to manage an emergency situation in the pool Describe the qualified assistance required for an emergency
7. Understand the importance of recording, reporting and analysing pool emergency situations	7.1 7.2	Describe why reporting and analysing emergency situations is important Identify relevant legislation that requires reporting and recording

Unit Specification

Unit Title	Swimming Pool Rescue Skills
Unit Aim	The unit aims to develop an understanding of how to respond to a swimming pool emergency situation and perform basic swimming pool rescue skills.
Learning Outcomes	Assessment Criteria
1. Understand Pool Safety Operating Procedures	1.1 Outline the areas covered by a Normal Operating Procedure 1.2 Outline the areas covered by an Emergency Action Plan
2. Know how to administer basic life support in a swimming pool environment	2.1 State the 'chain of survival' 2.2 Outline adult basic life support 2.3 Outline basic life support for paediatric and drowning casualties
3. Be able to administer basic life support in a swimming pool environment	3.1 Demonstrate handling a simulated unconscious casualty for the following procedures: <ul style="list-style-type: none"> • Turning from prone to supine • Primary survey • Action for vomit • Recovery position 3.2 Demonstrate basic life support techniques as appropriate to: <ul style="list-style-type: none"> • Adult Sudden Collapse • Adult Drowning • Suspected Spinal Injuries • Children/Infants 3.3 Demonstrate simulated resuscitation in the water
4. Be able to perform basic rescue skills in a swimming pool environment	4.1 Perform a reaching and a throwing rescue from the poolside 4.2 Perform a wading rescue in standing depth 4.3 Perform a water based rescue in the deepest part of the pool using a buoyant rescue aid 4.4 Demonstrate retrieving a submersible manikin from the pool floor 4.5 Demonstrate the rescue of a suspected spinal injury casualty 4.6 Demonstrate landing an unconscious casualty onto poolside
5. Know how to respond to a swimming pool emergency situation	5.1 Outline the right course of action to meet the needs of the following emergencies: <ul style="list-style-type: none"> • Drowning • Injured casualty • Unconscious casualty • Multiple casualties 5.2 Outline how to deal with bystanders
6. Understand the importance of recording, reporting and analysing swimming pool emergency situations	6.1 Outline why reporting and analysing emergency situations is important 6.2 Identify relevant legislation that require reporting and recording