



Qualification Specification

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

CIMSPA
ENDORSED

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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 11 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 |
| Planning, Preparing and Teaching Swimming | K/504/3122 | 3 | 2 | 13 |
| Baby and Pre-School Swimming | H/504/3121 | 3 | 2 | 12 |

GLH = Guided learning hours

Total Qualification Time 370 Hours

Qualification Delivery

Minimum contact hours for this qualification is 32 hours which includes direct teaching and assessing, but excludes breaks.

The course maybe 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

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
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Entry Requirements

- Be 18 years of age or older
 - Hold current membership of STA
 - Hold the STA Award in Aquatic Teaching - Baby and Pre-School or acceptable equivalent if the online up-skill and STA Baby and Pre-School 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.
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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.

Grading Format

Pass / Fail

Assessment Methods

- Continual assessment by the tutor
 - Complete a portfolio and worksheet questions to the satisfaction of the course tutor
 - 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.
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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 qualification
 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)
 4. Attend a standisation training day.
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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 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

- STA 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
- 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 |
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| 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 |
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| 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

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| 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 |
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| 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 |
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| 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

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| 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 | <p>1.1 Describe the importance of:</p> <ul style="list-style-type: none"> • Vestibular system • Vision • Hearing • Touch • Smell and taste • Movement <p>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</p> |
| 2. Be able to teach sensory activities within a swimming lesson | <p>2.1 Demonstrate teaching activities which can aid sensory development</p> <p>2.2 Demonstrate adapting the lesson to reduce sensory discomfort</p> |

Unit Specification

| Unit Title | Babies and Pre-School with Additional Needs |
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| 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 Explain the physiological benefits of swimming for babies and pre-schoolers with additional needs 1.2 Describe the benefits of a swimming lesson for the adult with a baby or pre-schooler with additional needs 1.3 Explain the emotional benefits of swimming for babies and pre-schoolers with additional needs 1.4 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 Identify common medical conditions 2.2 Describe the impact medical conditions may have upon teaching, learning and progression 2.3 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 Demonstrate teaching aquatic activities to a baby or pre-schooler with additional needs 4.2 Demonstrate adapting an activity to meet the needs of the baby or pre-schooler 4.3 Demonstrate differentiation within a lesson to engage all learners |

Unit Specification

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| 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 Explain the importance of reflective practice 1.2 Describe approaches to reflective practice |
| 2. Be able to reflect on own practice as a baby and pre-school swimming teacher | 2.1 Review the effectiveness of own practice as a baby and pre-school swimming teacher 2.2 Reflect on own practice, skills and knowledge |
| 3. Be able to improve own learning and development practice | 3.1 Reflect on own practice, skills and knowledge 3.2 Identify areas for improvement in own practice for baby and pre-school swimming teaching 3.3 Use records of own actions to support and inform ongoing practice 3.4 Apply new knowledge and skills to improve own practice |

Unit Specification

| Unit Title | Safeguarding Children, Young People and Vulnerable Adults |
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| 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 |
| 7. Understand site specific policies and procedures in relation to safeguarding | 7.1 Identify the child protection officer who would deal with a disclosure 7.2 Describe the site specific procedures in relation to safeguarding 7.3 Identify the site specific policies in relation to safeguarding |

Unit Specification

| Unit Title | Planning, Preparing and Teaching Baby and Pre-School Swimming |
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| Unit Aim | This unit aims to develop an understanding of the principles of planning, delivering and evaluating safe and effective baby and pre-school 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 lesson plans | 3.1 Perform an observation of the following: <ul style="list-style-type: none"> • 3 months to 6 months lessons • 8–24 months • 2 years and above lesson: 3.2 Develop a scheme of work comprising of ten lessons for 3 months to 6 months 3.3 Develop a scheme of work comprising of ten lessons for 18 months to 24 months 3.4 Develop a scheme of work comprising of ten lessons for pre-schoolers who are nearly 4 years and are in the transition stage of learning to swim 3.5 Develop a lesson plan for a class of six 3 months to 6 month adult - child pairs attending for the first time 3.6 Develop a lesson plan for a class of eight 18 months to 24 month adult- child pairs who have been attending since the babies were six months old 3.7 Develop a lesson plan for a class of six adult- child pairs, the children are nearly 4 and are in the transition stage of learning to swim |
| 4. Be able to teach correct holds | 4.1 Demonstrate the safety holds and variations 4.2 Demonstrate the floating holds and variations 4.3 Demonstrate the submersion holds and variations |
| 5. Be able to teach basic water confidence practices to adult, baby and pre-schoolers | 5.1 Demonstrate teaching entering and exiting the water safely 5.2 Demonstrate teaching basic water confidence practices 5.3 Demonstrate teaching aquatic games 5.4 Demonstrate teaching how to gain an upright position from on the front and back 5.5 Demonstrate teaching how to float |

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| 6. Be able to teach baby and pre-school aquatic activities | 6.1 Demonstrate assessing abilities, evaluate skills and give corrective practices for babies and pre-schoolers 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 / floating activities 6.6 Demonstrate teaching the development of rotation activities 6.7 Develop participants skills through aquatic games / songs |
| 7. Be able to teach progressive steps and jump entries in water from the poolside to adult, baby and pre-schoolers | 7.1 Demonstrate teaching how to step and jump into water from the poolside 7.2 Assess the practice of jumping and diving skills, and how they should be taught |
| 8. Be able to lead participants in aquatic games | 8.1 Demonstrate teaching individual aquatic fun activities 8.2 Demonstrate teaching fun activities with an adult 8.3 Demonstrate teaching aquatic group activities 8.4 Identify songs which can be used within a lesson |
| 9. Be able to evaluate swimming lessons | 9.1 Perform an evaluation of a baby and pre-school lesson 9.2 Perform an evaluation of entering the water from the poolside 9.3 Perform a self-evaluation of teaching a baby and pre-school lesson |

Unit Specification

| Unit Title | Baby and Pre-School Swimming |
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| Unit Aim | This unit aims to develop an awareness of the benefits and appropriate teaching methods and practices employed by the baby and pre-school swimming teacher. |
| Learning Outcomes | Assessment Criteria |
| 1. Understand the benefits of baby swimming and how it impacts on development | 1.1 Describe the benefits of an aquatic environment for babies and children under 5 years 1.2 Describe the physiological developments 1.3 Describe the psychological developments 1.4 Describe how the typical baby will develop and explain variations in their behaviour 1.5 Describe the related health issues 1.6 Describe how a baby develops in learning about their world 1.7 Describe the relevant reflexes which occur in babies and how they may assist or hinder swimming development |
| 2. Understand the differences between Essential Movement Skills and Essential Swimming Skills | 2.1 Compare Essential Movement Skills and Essential Swimming Skills 2.2 Define Newton's third law of motion 2.3 Describe paddle, sculling and finning actions in water 2.4 Describe how to perform vertical and horizontal rotations |
| 3. Understand the different teaching methods and requirements for baby and pre-school swimming | 3.1 Describe the different methods of teaching babies and pre-schoolers 3.2 Describe the different buoyancy and swimming aids 3.3 Describe the importance of goal setting and regular attendance at swimming sessions 3.4 Describe the importance of play and how it influences lesson planning 3.5 Describe how a class should be organised 3.6 Assess the ideal time for babies to be introduced to an aquatic environment 3.7 Describe how age ability grouping should take place 3.8 Describe the qualities in the pool areas that need consideration 3.9 Describe the safety consideration during baby aquatic lessons |
| 4. Understand the principles of baby and pre-school swimming | 4.1 Describe the correct holds and any variations 4.2 Describe floating and the different holds that may be used for babies under 6 months and over 6 months 4.3 Describe the transition to independent floating 4.4 Describe how arm and leg action may be introduced to babies and pre-schoolers 4.5 Describe the progressive stages towards independent aquatic movement 4.6 Differentiate between babies of 6 months and under to babies over 6 months swimming with adults 4.7 Describe how to bring a lesson to a close |
| 5. Understand the principles of submersion | 5.1 Describe how submersion can be introduced to the adults 5.2 Describe how submersion can be introduced to the baby 5.3 Describe how submersion should be introduced and taught to the pre-schooler 5.4 Explain the importance of breath control 5.5 Describe the early breath control practices |
| 6. Understand the effect temperature has on the body | 6.1 Describe the dangerous effects of temperature changes on the body when immersed in water 6.2 Describe in simple terms how the body copes with temperature changes when immersed in water 6.3 Describe the benefits of the 'warm up' in swimming 6.4 Describe the importance of knowing how to recognise when a baby under 6 months is cold |