



Qualification Specification

STA Level 2 Award in Swimming Teaching

CIMSPA
ENDORSED

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STA Level 2 Award in Swimming Teaching

Qualification Number: 600/2481/1

Credit Value: 7 Credits

Unit Structure

This qualification consists of 4 mandatory units

Unit Title	Code	Credit Value	Unit Level	GLH
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	3	2	7
Safety Award for Teachers	R/506/9620	1	2	7

GLH = Guided learning hours

Total Qualification Time 60 Hours

QW Designation No:

C00/0369/5

Qualification Delivery

From the guided learning hours (GLH) the STA Level 2 Award in Swimming Teaching is 39 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 the unit of the STA Level 2 Safety Award for Teachers, 7 hours.

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 and beginner learners a range of basic aquatic and safety skills such as floating, rotation, water confidence and basic swimming strokes. You would be responsible for ensuring the lesson area and appropriate equipment was safe and promotes good teaching and learning.

Qualification Objective

The STA Level 2 Award in Swimming Teaching aims to produce teachers that can teach up to 10 beginners and deliver the STAnley Series of awards up to the Octopus and Goldfish Series of STA's International Learn to Swim Programme.

They may also act as an assistant swimming teacher and can teach larger classes or advanced skills under the direct supervision of a swimming teacher qualified to certificate level.

Target Learners

This qualification is for learners who wish to work with children and adults, helping 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. 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 baby and pre-school swimming teacher who wish to offer lessons to beginner learners alongside their current baby and pre-school classes.

Progression

Once qualified learners may wish to develop their knowledge and skills further, by gaining the STA Level 2 Certificate in Swimming Teaching, which enables the learner to work with larger groups and more advanced learners. Alternatively, learners may wish to move in to teaching those with disabilities and baby and pre-school learners.

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

Industry Standards

The STA Level 2 Award in Swimming Teaching references the following industry guidance documentation:

- 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 16 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 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 7/10 per unit.
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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 qualification (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 swimming teaching equipment:
 - 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 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 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 Describe the areas covered by a Normal Operating Plan 1.2 Describe the areas covered by an Emergency Action Plan
2. Understand basic first aid procedures relevant to injuries in an aquatic environment	2.1 Give the aims of first aid 2.2 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 Describe the chain of survival 3.2 Describe adult basic life support 3.3 Describe the basic life support procedure for paediatric and drowning casualties
4. Be able to administer basic life support	4.1 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 4.2 Demonstrate basic life support techniques as appropriate to: <ul style="list-style-type: none"> • Adult sudden collapse • Adult drowning • Children / infants 4.3 Demonstrate obtaining an airway on a suspected spinal injury 4.4 Demonstrate simulated resuscitation in the water
5. Be able to perform basic rescue skills	5.1 Perform reaching rescue and throwing rescue from the poolside 5.2 Perform a wading rescue in standing depth 5.3 Perform a water based buoyant aid rescue 5.4 Demonstrate retrieving a submersible manikin from the pool floor 5.5 Demonstrate landing an unconscious casualty onto poolside 5.6 Demonstrate the rescue of a suspected spinal injury casualty
6. Know how to respond to a pool emergency situation	6.1 Describe how to assess the nature of an emergency 6.2 Describe how to manage an emergency situation in the pool 6.3 Describe the qualified assistance required for an emergency
7. Understand the importance of recording, reporting and analysing pool emergency situations	7.1 Describe why reporting and analysing emergency situations is important 7.2 Identify relevant legislation that requires reporting and recording