



Qualification Specification

STA Professional Award in Aquatic Teaching - Baby and Pre-School at SCQF Level 6



This qualification is accredited by SQA Accreditation

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Qualification Number: R281 04

Accredited From: 25/07/2012

Accredited To: 31/07/2019

Qualification Structure

This qualification consists of 2 mandatory units

Unit Title	Code	SCQF Credit Level	SCQF Level
Planning, Preparing and Teaching Swimming	UC06 04	3	2
Baby and Pre-School Swimming	UC07 04	3	2

Contact Learning Hours - 24

Non Contact Guided Learning Hours - 24

Total Notional Learning Hours - 48

Qualification Delivery

Minimum contact hours for this qualification is 24 Contact Guided Learning Hours, which includes direct teaching and assessing, but excludes breaks.

The course maybe run over 3 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

Baby and pre-school 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 baby and pre-school teacher you would be responsible for planning, delivering and evaluating a series of progressive and fun swimming lessons. Teaching babies, toddlers and their accompanying adults a range of basic aquatic and safety skills such as floating, rotation, submersion and basic swimming strokes. You would be responsible for ensuring the lesson area and appropriate equipment was safe and promote good teaching and learning.

Qualification Objective

The baby and pre-school qualification aims to produce teachers that can teach aquatic activities, including paddle strokes to babies and pre-school children during adult and child lessons.

They are able to deliver the STA Starfish programme and the STANley Series of STA's International Learn to Swim Programme.

Target Learners

This qualification is for learners who wish to work with babies, pre-schoolers and their accompanying adults, and help them to develop, both as swimmers and individuals in the aquatic environment. There is no experience of working with children or teaching swimming lessons required. This qualification could appeal to parents looking for a career that fits in around their childcare commitments, those interested in pursuing a career in the leisure industry. Those already employed within a leisure environment who are looking to progress their career or those who are already working as a swimming teacher who wish to offer lessons to babies and pre-schoolers alongside their current beginner classes.

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. In addition, baby and pre-school swimming teachers who meet the pre-requisites can share their knowledge and experience with the next generation of baby and pre-school swimming teachers by becoming an aquatic tutor.

Alternatively, learners may move into teaching those with disabilities or beginner learners.

Industry Standards

This qualification has been designed in line with the following industry standards:

- PAS 520:2015 Safeguarding 0 to 4 year old children within the teaching of swimming, including any associated professional photography - code of practice
 - STA Swimming Teaching Code of Practice.
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Entry Requirements

- Be 18 years of age or older
 - Hold current membership of STA
 - Hold the Safety Award for Teachers or acceptable equivalent
 - Hold the STA Safeguarding Children, Young People and Vulnerable Adults certificate or acceptable equivalent.
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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 of lesson plans, schemes of work and worksheet questions to the satisfaction of the course tutor
 - Undertake at least 30 minutes of poolside teaching during the course
 - Teach a 15 minute, externally assessed lessons to between 2 and 4 adult-child pairs
 - Complete a 30 question multiple-choice paper with a unit pass mark of 11/15 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 Award 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).
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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 Award 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 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 suitable 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 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	Planning, Preparing and Teaching Baby and Pre-School Swimming
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

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
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