



Qualification Specification

STA Level 2 Award in Aquatic Teaching – Baby and Pre-School Swimming

**This qualification is regulated by Ofqual (England),
Qualification Wales (Wales) and CCEA (Northern Ireland)**

STA Level 2 Award in Aquatic Teaching – Baby and Pre-School Swimming

Qualification Number: 603/5168/8

QW Number: C00/4429/9

Unit Structure

This qualification consists of 2 mandatory units

Unit Title	Code	Unit Level	GLH
Planning, Teaching, Assessing and Evaluating Baby and Pre-School Swimming	Y/617/8395	2	13
Baby and Pre-School Swimming Teaching	D/617/8396	2	11

GLH = Guided learning hours

Total Qualification Time: 31 Hours

Qualification Delivery

The recommended contact hours for this qualification are 24 hours, which includes direct teaching and assessing but excludes breaks.

The course may be 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 teachers are able to seek employment in a wide variety of leisure facilities including private health clubs and 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 lessons teaching babies through to pre-schoolers and their accompanying adult. You will be able to teach a range of 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 is safe and promote good teaching and learning.

Qualification Objective

The STA Award in Aquatic Teaching – Baby and Pre-School Swimming qualification aims to produce teachers who can teach aquatic activities, including paddle strokes to babies, toddlers 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 baby and pre-school teachers can expand their baby and pre-school knowledge further by progressing to the STA Level 3 Diploma in Aquatic Teaching – Baby and Pre-School.

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

Alternatively, baby and pre-school teachers 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
- CIMSPA Professional Standard: Population Specialism Working with Children 0 – 5 Years.

Entry Requirements

- Be 18 years of age or older
- Hold the STA Safeguarding Children, Young People and Vulnerable Adults certificate or acceptable equivalent (must have been completed within the last 3 years).

Special Considerations and Reasonable Adjustments Policies

For further information on these, please refer to the policies section on the Safety Training Awards website:

<https://www.safetytrainingawards.co.uk/policies/>

Awarding Organisation Policies

A full list of awarding organisation policies are available on the website:

<https://www.safetytrainingawards.co.uk>

Assessment Format

Competent / Not competent.

Assessment Methods

The STA Award in Aquatic Teaching – Baby and Pre-School Swimming qualification is tutor assessed through the completion of a scheme of work, lesson plans, lesson evaluation form and practical teaching.

In addition to this there is a final end course theory multiple-choice question assessment paper and an external assessment of practical teaching.

Learners are externally assessed teaching a 15 minute lesson to between 2 – 4 adult and child pairs.

All practical elements must be completed and performed independently by the learner without prompting by the tutor.

The skills within the course and during the assessments must be performed in line with the most current version of the STA Award in Aquatic Teaching – Baby and Pre-School resource manual.

The multiple-choice assessment paper must be completed in exam conditions, with the tutor or other approved person, acting as the invigilator. Learners must achieve a minimum mark or higher to successfully pass the multi-choice assessment paper.

All learning outcomes and assessment criteria in the units must be achieved in order for the learner to be deemed competent and pass the course.

Please refer to the STA Award in Aquatic Teaching – Baby and Pre-School Swimming Assessment Strategy for the detailed assessment process.

Re-Assessment

If a learner is unsuccessful in the end of course assessment, then the learner is only required to re-sit the required element i.e. if a learner fails the multiple-choice assessment paper they are only required to re-sit the assessment paper.

If a learner should fail the multiple-choice assessment paper, they are only required to re-take the unit paper they failed.

The re-take of an assessment paper or a practical assessment must be completed within six weeks from the failure date. All retakes must be registered with Safety Training Awards.

Tutor / Assessor Requirements

All tutors and assessors must have the skills, knowledge and experience to be able to teach, assess and demonstrate the subject.

Each tutor and assessor must be approved by Safety Training Awards and provide evidence of:

1. STA Award in Aquatic Teaching – Baby and Pre-School qualification
2. Hold a formal tutoring and assessing qualification
3. Maintaining their technical competence within the subject area and provide evidence of continuing professional development (CPD).

IQA Requirements

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in baby and pre-school 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. Attend a STA / IQA training day or hold a recognised internal quality assurance qualification.

Note: IQAs cannot quality assure a course for which they were a learner, the tutor and / or assessor.

Resource Requirements

Course resources:

- STA Award in Aquatic Teaching – Baby and Pre-School resource manual
 - Each learner is required to have their own copy of the resource manual to keep during and after the course, in order to have access to the theoretical knowledge of the qualification.
- A range of adult and child pairs between 0 – 4 years old. In order to fulfil the practical teaching requirement, learners must have access to adult and child pairs throughout the practical sessions
- 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 baby and pre-school pairs.

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 'short 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, Teaching, Assessing and Evaluating Baby and Pre-School	
Learning Outcomes	Assessment Criteria	
1. Understand the principles of planning	1.1 1.2	Identify planning considerations relevant to aquatic activities Describe the structure of a baby and pre-school lesson
2. Know the hygiene and safety in an aquatic environment	2.1 2.2	Identify the hygiene rules that should be adhered to when running aquatic activities Identify the safety rules that should be adhered to when running aquatic activities
3. Know the role and responsibilities of a baby and pre-school teacher	3.1 3.2 3.3	Identify the role of a baby and pre-school teacher Identify the responsibilities of a baby and pre-school teacher Identify qualities of an effective baby and pre-school teacher
4. Be able to deliver a baby and pre-school lesson in a professional manner	4.1 4.2	Demonstrate a professional manner during a baby and pre-school lesson Demonstrate using a range of appropriate communication methods
5. Be able to produce a scheme of work	5.1	Develop a scheme of work comprising of ten lessons for 18 months to 24 months
6. Be able to produce a lesson plan	6.1 6.2 6.3	Develop a lesson plan for a class of six 3 months to 6 months adult-child pairs attending for the first time Develop a lesson plan for a class of eight 18 months to 24 months adult-child pairs who have been attending since the babies were six months old 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
7. Understand lesson organisation within an aquatic environment	7.1 7.2 7.3 7.4	Identify types of equipment which can be used within a baby and pre-school lesson Identify the safety considerations of using equipment Identify methods of lesson organisation Describe the role of the accompanying adult within a baby and pre-school lesson
8. Be able to teach correct holds	8.1 8.2 8.3	Demonstrate teaching the basic safety hold Demonstrate teaching front holds Demonstrate teaching floating holds
9. Be able to teach baby and pre-school aquatic activities	9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8	Demonstrate teaching entering and exiting the water safely Demonstrate teaching propulsion activities Demonstrate teaching child-led submersion activities Demonstrate teaching floating activities Demonstrate teaching rotation activities Demonstrate teaching safety skills Demonstrate teaching activities which lead to independent swimming movements Demonstrate teaching activities which lead to jumping
10. Be able to teach baby and pre-school aquatic activities	10.1	Demonstrate assessing babies and pre-schoolers in an aquatic lesson
11. Be able to evaluate a baby and pre-school lesson	11.1	Perform an evaluation of a baby and pre-school lesson

Unit Specification

Unit Title	Baby and Pre-School Swimming Teaching	
Learning Outcomes	Assessment Criteria	
1. Understand the benefits of baby and pre-school swimming	1.1 1.2	Identify the benefits of baby and pre-school swimming Describe the specific reflexes relevance within baby swimming
2. Know the stages of child development	2.1 2.2 2.3 2.4 2.5	Identify the stages of baby development Identify the stages of toddler development Identify the stages of pre-school development Identify teaching implications on the stages of child development Describe the importance of play for child development
3. Know the importance of communication within a baby and pre-school lesson	3.1 3.2	Identify types of communication Identify barriers to communication
4. Understand the principles of submersion	4.1 4.2 4.3	Describe how submersions should be introduced within a lesson Identify non-verbal negative cues a child may show prior to submersion Describe the importance of post submersion reactions
5. Know the scientific principles relevant to swimming	5.1 5.2 5.3	Identify Newton's third law of motion Identify methods of propulsion Identify types of resistance in water
6. Know the legislation requirements of a baby and pre-school teacher	6.1 6.2 6.3	Identify relevant legislation for a baby and pre-school teacher Identify topics within the Normal Operating Plan Identify topics within the Emergency Action Plan