



## Qualification Specification

# STA Level 2 Award in Aquatic Teaching - Disability Swimming

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**CIMSPA**  
Endorsed

Professional  
Standards

Version 23.1

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## This qualification is regulated by Ofqual (England)

### STA Level 2 Award in Aquatic Teaching - Disability Swimming

Qualification Number: 610 / 2704 / 2

#### Unit Structure

This qualification consists of 1 mandatory unit

Unit Title	Code	Unit Level	GLH
Planning, Teaching and Evaluating Inclusive Swimming Lessons	R / 650 / 7287	2	24

GLH = Guided learning hours

#### Total Qualification Time 30 Hours

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#### Qualification Delivery

Minimum contact hours for this qualification is 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

Disability 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 disability swimming teacher, you would be responsible for planning, teaching and evaluating a series of progressive, fun and inclusive swimming lessons teaching participants a range of basic aquatic and safety skills such as floating, rotation, water confidence and swimming strokes adapted to individual participant needs. You would be responsible for ensuring the lesson area and appropriate equipment was safe and promoted good teaching and learning.

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## Qualification Objective

The STA Award in Aquatic Teaching - Disability Swimming qualification aims to train learners to teach aquatic activities to disabled individuals and groups.

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## Target Learners

This qualification is for learners who wish to work with participants who have a disability in mainstream or disability swimming lessons and help them to develop, both as swimmers and individuals in the aquatic environment. This qualification could appeal to those already working as a swimming teacher.

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## Progression

Disability swimming teachers may wish to take on a mentoring role within the workplace, become responsible for co-ordinating or managing inclusion within 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 baby and pre-school participants.

## Industry Standards

STA Award in Aquatic Teaching - Disability Swimming references the following industry guidance documents:

- CIMSPA Professional Standard: Population Specialism: Working Inclusively - (Working with Disabled People)
  - PAS81:2011 Specification for the management of a swimming school
  - STA Swimming Teaching Code of Practice
  - HSG179 HSE Health and Safety in Swimming Pools.
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## Entry Requirements

- Be 16 years of age or older
- Hold current membership of STA
- Hold the STA Level 2 Award in Teaching Swimming or acceptable equivalent. (Please note a Level 1 Award in Aquatic Teaching / assistant qualification is not an acceptable entry requirement).

Learners must have all pre-requisites in place before the start of the course. Qualification certificates cannot be issued if all pre-requisites are not met before the start of the course, post course submissions will not be accepted.

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## 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/>

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## Awarding Organisation Policies

A full list of awarding organisation policies are available on the website: <https://www.safetytrainingawards.co.uk>

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## Assessment Format

Competent / Not competent.

## Assessment Methods

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

In addition to this, there is a final end of course theory multiple-choice question assessment paper.

On successful completion of STA Award in Aquatic Teaching - Disability Swimming, learners will have completed and been assessed on:

- Developing 1 x ten-week scheme of work
- Developing 2 x lesson plans for a group and one-to-one lesson
- Completing 1 x lesson evaluation form
- Delivering practical teaching with disabled participants.

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 - Disability Swimming 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 unit 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 - Disability 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 theory element they are only required to re-sit the theory assessment. The re-take of a theory assessment or a practical assessment must be completed within six weeks from the failure date.

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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 - Disability Swimming qualification (or acceptable equivalent)
  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).
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## IQA Requirements

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in disability swimming teaching as well as knowledge and competency in internal quality assurance.

An IQA must hold:

1. STA Award in Aquatic Teaching - Disability Swimming qualification (or acceptable equivalent)
2. Complete STA IQA CPD 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 - Disability Swimming 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 suitable swimming teaching equipment such as:
  - Pull buoys
  - Toys
  - Play rafts
  - Woggles
  - Floats
  - Floatation mats
  - Blackout goggles.
- 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 disabled participants
- In order to fulfil the practical teaching requirements, learners should be able to teach participants with a range of disabilities during practical sessions throughout the course.

### 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 / egress: Should be accessible, safe, well lit and cater for all learners 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 and Evaluating Inclusive Swimming Lessons	
Learning Outcomes	Assessment Criteria	
1. Understand the principles of inclusive teaching	1.1	Explain how the STEP model can be used to adapt activities to meet participant needs
	1.2	Explain how the AIM model can be used to adapt activities to meet participant needs
	1.3	Explain the importance of contingency plans
	1.4	Describe the key principles of inclusive learning and participation
	1.5	Differentiate between inclusive and equitable
	1.6	Identify the needs of participants and the impact on planning, teaching, and progression
2. Be able to plan inclusive swimming lessons	2.1	Develop a 10-week scheme of work
	2.2	Develop a lesson plan for a group lesson
	2.3	Develop a lesson plan for a one-to-one lesson
3. Understand the type of equipment which can be used within a swimming lesson	3.1	Identify types of equipment which can be used within a lesson
	3.2	Identify the safety considerations of using equipment
4. Understand the importance of effective communication	4.1	Identify how to effectively communicate with participants
	4.2	Identify barriers to communication
	4.3	Describe the importance of effective communication with participant parents / guardians
5. Be able to teach safe, inclusive, and effective swimming lesson	5.1	Demonstrate safe methods of manual support and variations to suit the participants needs
	5.2	Demonstrate using a range of teaching methods appropriate to participant ability
	5.3	Create an inclusive and equitable engaging environment appropriate to the participants' needs
	5.4	Demonstrate a professional manner during a swimming lesson
	5.5	Demonstrate positively managing participant behaviour
	5.6	Demonstrate inclusive communication
6. Be able to teach a group lesson with adaptations to participants needs	6.1	Demonstrate teaching an inclusive group lesson showing differentiation for individual participant's needs
	6.2	Demonstrate assessing, monitoring
7. Be able to teach swimming skills and their adaptations	7.1	Demonstrate teaching safe entries and exits
	7.2	Demonstrate teaching essential swimming skills
	7.3	Demonstrate teaching basic safety skills
	7.4	Demonstrate teaching adapted strokes to the participant's ability
	7.5	Demonstrate incorporating inclusive aquatic games or songs into a lesson
8. Be able to evaluate a swimming lesson	8.1	Perform a lesson evaluation
9. Know the legislation and policies relating to inclusion and disabled people	9.1	Identify legislation and policies relating to inclusion and disabled people
	9.2	Identify best practice guidance relating to inclusion and additional needs
	9.3	Identify the principles of confidentiality and data protection
10. Know own role and boundaries to support participants	10.1	Identify where to gain further information from to provide additional support to participants
	10.2	Identify specialist organisation for specific disabilities advice and support
11. Understand how to support participants into participation	11.1	Identify pathways and programmes available to promote participation and progression
	11.2	List the benefits of regular participation
	11.3	List potential barriers to participation