



ASA LEVEL

2

**DIPLOMA IN
Coaching Learn to Swim
(QCF)**

(QAN): 600/5023/8

Qualification Specification

About ASA Qualifications

The ASA is the leading provider of aquatic qualifications in England and is recognised by employers for setting the industry standard in providing learners with the knowledge and skills to perform successfully in the workplace. As an Awarding Organisation (AO) we are recognised and regulated by the Office of Qualifications and Examinations Regulator (Ofqual) to offer vocational qualifications. From Level 1 to Level 4 we verify learners have been assessed fairly and accurately, confirm the necessary units have been completed and certificate those qualifications achieved.

The full list of qualifications awarded by the ASA Awarding Body (ASA AB) is available on request or can be viewed on the Register of Regulated Qualifications using the following link:

- [Qualifications](#)

Equal Opportunities

The ASA fully supports the principles of equal opportunities and is committed to satisfying these principles in all activities and published materials. A copy of our Diversity and Equality Policy is available on the ASA website.

Copyright

All rights reserved. The content of this publication is, unless otherwise indicated, © of the ASA and may not be reproduced, translated or distributed in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission obtained in writing from the ASA.

Publication

Every effort has been made to ensure that the information contained in this publication was true and correct at the time of going to press. However, ASA products and services are subject to continuous development and improvement and the right is reserved to change these products and services from time to time. The ASA cannot accept liability for the loss or damage arising from the use of information in this publication.

ASAL2DLTS/2013/V1

The ASA Awarding Body

Pavilion 3
SportPark
3 Oakwood Drive
Loughborough University
LE11 3QF

Tel: 01509 640493
Email: info@awardingbodyasa.com
Website: <http://www.swimming.org/asa/teaching-and-coaching>

Section 1: Page

About this publication	4
Overview of the qualification	5
Structure of the qualification	6
About the qualification	8
Practical Syllabus	27

Section 2: Page

Learner Information	29
• Registration	29
• Progression	29

Section 3: Page

Centre Requirements	30
• Centre Approval	30
• Workforce	31
• Resources	33
• Qualification administration and process	34
• Recognition of prior learning and Credit accumulation & transfer	35

Section 4: Page

Delivering the qualification	36
• Delivery	36
• Assessment	37
• Quality assurance	39
• Recruitment and access	40

Section 5: Page

Suggested reading	41
Glossary	42

Section 1 - About this publication

Welcome to the Qualification Specification for the ASA Level 2 Diploma in Coaching Learn to Swim (QCF).

Awarded by the ASA AB, this qualification provides learners with the skills to deliver Learn to Swim programmes to both adults and children once completing the qualification.

Divided into five sections, this specification has been designed for ASA Centres, workforce and learners and provides essential information needed to offer the ASA Level 2 Diploma in Coaching Learn to Swim (QCF).

About the qualification

This section will provide information that will help Centres to understand the qualification in terms of its structure, content and opportunities for career progression.

Learner information

This section outlines the registration process and progression routes.

Centre requirements

This section outlines the requirements a Centre must meet and adhere to in order to deliver this qualification. It also provides relevant information for the qualifications delivery and assessment and the highlights the need and importance of quality assurance.

Delivering the qualification

This section outlines the processes from initial enrolment onto the qualification through to assessment and certification

Supporting information

This section contains any additional guidance to help support centres with effective delivery and assessment of this qualification

Overview of the qualification

Qualification Title:	ASA Level 2 Diploma in Coaching Learn to Swim (QCF)
Qualification accreditation number (QAN):	600/5023/8
Total number of credits:	37
Guided learning hours (GLH):	301
Qualification level:	2
Operational start date:	01 April 2013
Review date:	28 February 2015

The learner must achieve a total of **37** credits from all **13** mandatory units.

Qualification objective

The ASA Level 2 Diploma in Coaching Learn to Swim (QCF) is intended for those learners who will be coaching Learn to Swim programmes, to both adults and children.

This qualification is nationally recognised and has been developed based on National Occupational Standards (NOS) for coaching. These standards are a series of statements which describe what competent teachers should do as part of their role. They cover all main aspects of the occupation, including knowledge and understanding that underpins competent performance.

Assessment

Learners can be assessed using a combination of methods such as observation, examination of products, oral and written questioning, professional discussion and assignments/case study.

Achievement of this qualification will provide sufficient evidence that an individual has acquired the necessary skills and knowledge to enable them to coach adults and children in a Learn to Swim environment.

Learner entry requirements

Learners must be holders of the ASA Level 1 Award in Teaching Aquatics (QCF) or the ASA Level 1 Award in Coaching Swimming (QCF), have experience of teaching and coaching in aquatic environment. All learners are required to at least be 17 years of age or over to register for this qualification.

Structure of the qualification

Units, credits and levels

The ASA Level 2 Diploma in Coaching Learn to Swim (QCF) is made up of the following units:

Unit number:	Unit title:	Reference number:	Unit level:	Credit value:
201	Understanding the fundamentals of coaching sport	J/601/2101	2	3
202	Understanding how to develop participants through coaching sport	Y/601/2104	2	2
203.1	Understanding the fundamentals of child development in aquatics	D/504/8463	2	2
204	Understanding the principles of safe and equitable coaching practice	M/601/2108	2	2
209LTS	Plan a series of Learn to Swim coaching sessions in the workplace	R/503/4706	2	3
210LTS	Prepare the Learn to Swim coaching workplace	Y/503/4707	2	5
211LTS	Deliver a series of Learn to Swim coaching sessions in the workplace	D/503/4708	2	6
212LTS	Monitor and evaluate Learn to Swim coaching sessions in the workplace	H/503/4709	2	3
AV9	Child protection	L/505/5005	2	3
AV4	Teamwork in active leisure	L/503/0735	2	2
AV5	Giving and receiving feedback	J/502/5761	3	2
AV7	Health and Safety in the Workplace	H/601/9699	2	1
AV8	Developing Customer Service Skills	A/503/9267	2	3

These units enable learners to:

- Develop confidence, communication and inter personal skills
- Identify the principles of coaching in a Learn to Swim environment
- Develop an awareness of their professional role and responsibilities
- Adopt an integrated approach to the theory and practice of coaching in a Learn to Swim environment
- Reflect on their own previous or current levels of experience, practice and skills, and areas for development

Note: Units 201, 202, 203.1 and 204 may have previously been achieved by learners, in this instance, learners will not be required to complete these units.

Structure of the qualification

The units

Each unit is divided into **Learning Outcomes**. These are defined as “A statement of what a learner can be expected to know, understand or do as a result of the process of learning” (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

These learning outcomes are divided into **Assessment Criteria**. These are defined as “Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved” (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

Qualification and unit assessment

In order to achieve a unit the learner must meet **all** of the learning outcomes. Therefore, in order to achieve the full qualification learners must complete and achieve **13** units of this qualification.

There is no grading criteria for this qualification, learners will be awarded either a pass or refer.

About the qualification

Unit 201

Unit Title: Understanding the fundamentals of coaching sport

Reference Number: J/601/2101

Credit value: 3

GLH: 22

Unit aim: This unit assesses the coach's understanding of his or her role in the planning, implementing, analysing and revising coaching sessions. Coaches will also identify a range of methods of developing learning, performance and the effective management of participant behaviour.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the role of a coach	1.1 Describe how to develop and maintain positive relationships with and between participant(s) 1.2 Explain the importance of positively promoting the role of officials in competition 1.3 Define what is acceptable in terms of a coach : participant relationship
2 Understand the coaching process	2.1 Describe the stages and components of the coaching process 2.2 Explain how individual coaching sessions support the aims of the wider coaching programme 2.3 Explain the process of setting SMART goals/objectives 2.4 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session 2.5 Explain how to balance instruction, facilitation, and demonstration within sessions
3 Understand participant(s)' learning styles	3.1 Outline different learning styles and needs 3.2 Describe the difference between the ways that adults and children learn
4 Understand behaviour management	4.1 Identify the principles of positive behaviour management 4.2 Describe how to develop a behaviour management strategy for coaching sessions 4.3 Explain the importance of fair and consistent behaviour management 4.4 Identify the types of behaviour by participant(s) and others that may cause emotional distress 4.5 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress 4.6 Describe how to respond to discriminatory behaviour 4.7 Describe the procedures to be followed if a participant wants to complain about discrimination

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

This unit must be assessed in accordance with the following document, which can be downloaded from SkillsActive's website: QCF Evidence Requirements and Assessment Guidance for the Level 2 Award in the Principles of Coaching Sport www.skillsactive.com/common-unit-qualifications

About the qualification

Unit 202

Unit Title: Understanding how to develop participants through coaching sport

Reference Number: Y/601/2104

Credit Value: 2

GLH: 12

Unit aims: This unit assess the coach's understanding of the principles of planning, delivering and evaluating coaching sessions that improve participants' performance in sport

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the principles of planning coaching sessions	1.1 List a range of coaching styles 1.2 Explain the use of different coaching styles 1.3 Describe how fun and enjoyment in coaching sessions can impact on learning 1.4 Describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)' needs
2 Understand the principles of skill development through coaching sessions	2.1 Define: <ul style="list-style-type: none">• skill coordination• motor skill learning• skill acquisition• skill retention• skill transfer 2.2 Identify factors that affect the development of participant(s)' skills in sport 2.3 Identify methods to support participant development 2.4 Identify sources of feedback which will support participant(s)' development 2.5 Explain the importance of gaining feedback from participant(s)
3 Understand how the stages of participant(s)' development impact on their coaching	3.1 Describe the progressive stages of development through maturity 3.2 Identify how the participant(s)' stage of development affects the content of coaching sessions 3.3 Identify how participant(s)' stage of development impacts on the coaching environment 3.4 Identify what influence training and competition have throughout the different stages of development
4 Understand the principles of evaluation in coaching	4.1 Explain the principles of evaluating coaching sessions 4.2 Identify types of information that can be gathered to monitor participant(s)' development and learning 4.3 Explain how the feedback from participant(s) and others should impact on future coaching practice 4.4 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

This unit must be assessed in accordance with the following document, which can be downloaded from SkillsActive's website: QCF Evidence Requirements and Assessment Guidance for the Level 2 Award in the Principles of Coaching Sport www.skillsactive.com/common-unit-qualifications

About the qualification

Unit 203.1

Unit Title: Understanding the fundamentals of child development in aquatics

Reference Number: D/504/8463

Credit value: 2

GLH: 16

Unit aims: This unit assesses the learner's understanding of child development in the context of Long Term Athlete Development in the context of swimming and the aspirations of the National Plan for Teaching Swimming.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand basic child development	1.1 Identify the strands of child development 1.2 Identify the stages of child development 1.3 Describe the signs of child development 1.4 Identify conditions which would have an adverse effect on child development
2 Understand the basic principles of the swimmer development pathway	2.1 Identify the five key stages of the swimmer development pathway 2.2 Explain the concept of the swimmer development pathway 2.3 Explain the key outcomes of the fundamental stage of the swimmer development pathway 2.4 Explain the key outcomes of the swim skills stage of the swimmer development pathway 2.5 Explain the links between child development and the swimmer development pathway
3 Understand the principles of the Learn to Swim framework	3.1 Explain the aims of the Learn to Swim framework 3.2 Explain the principles of the fundamental stages of the Learn to Swim framework 3.3 Explain the limitations of the swimming teacher's role in relation to the Learn to Swim framework 3.4 Explain the links between the Learn to Swim framework and the swimmer development pathway 3.5 Identify appropriate opportunities for a swimmer to continue to learn and participate in aquatics
4 Understand the principles of healthy living	4.1 Explain the importance of adequate nutrition 4.2 Explain the importance of adequate hydration 4.3 Explain the importance of promoting a healthy lifestyle to children including: Daily exercise/play Weight management Wellness 4.4 Describe ways to encourage the maintenance of a healthy lifestyle to children 4.5 Identify how to refer children to relevant health professionals and other sources of information relating to living a healthy lifestyle

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

This unit must be assessed in accordance with the following document, which can be downloaded from SkillsActive's website: QCF Evidence Requirements and Assessment Guidance for the Level 2 Award in the Principles of Coaching Sport www.skillsactive.com/common-unit-qualifications

About the qualification

Unit 204

Unit Title: Understanding the principles of safe and equitable coaching practice

Reference Number: M/601/2108

Credit value: 2

GLH: 13

Unit aim: This unit assesses the coach's understanding of how to ensure that his or her coaching is safe and equitable.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand how to ensure participant(s)' safety during sport-specific coaching sessions	<ol style="list-style-type: none">1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition1.2 Explain how to plan for contingencies to coaching sessions as a result of external influences1.3 Explain how to implement contingencies to coaching sessions as a result of external influences1.4 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)1.5 Describe the coach's duty of care responsibilities for participant(s), including children1.6 Describe the following requirements for ensuring the protection of children from abuse:<ul style="list-style-type: none">• legal requirements• sport-specific requirements1.7 Describe the insurance requirements on a coach operating in a coaching environment
2 Understand how to ensure equitable coaching of sport-specific activities	<ol style="list-style-type: none">2.1 Describe the following requirements impacting on equitable coaching:<ul style="list-style-type: none">• legal requirements• sport-specific requirements2.2 Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour2.3 Describe methods to minimise barriers to participant development2.4 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations2.5 Describe the nature of impairments and how their implications may affect aspects of the coaching process

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

This unit must be assessed in accordance with the following document, which can be downloaded from SkillsActive's website: QCF Evidence Requirements and Assessment Guidance for the Level 2 Award in the Principles of Coaching Sport www.skillsactive.com/common-unit-qualifications

About the qualification

Unit 209LTS

Unit Title: Plan a series of Learn to Swim coaching sessions in the workplace

Reference Number: R/503/4706

Credit value: 3

GLH: 27

Unit aim: This unit covers the planning of a series of linked Learn to Swim coaching sessions in the workplace, which includes reviewing participant(s)' needs and establishing goals for Learn to Swim coaching sessions, producing plans for individual coaching sessions within the series that support participant(s)' needs and identified goals, and planning for the evaluation of the series of Learn to Swim coaching sessions.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Be able to review the needs of participant(s) for a series of Learn to Swim coaching sessions	<ul style="list-style-type: none">1.1 Collect accurate and up-to-date information relevant to the participant(s) and the series of Learn to Swim coaching sessions1.2 Handle confidential information appropriately1.3 Analyse the information to identify participant(s) needs and the implications for the series of coaching sessions1.4 Identify the overall aims of the series of coaching sessions1.5 Identify the success criteria for the series of coaching sessions1.6 Refer participant(s) whose needs and potential cannot be met to a competent person or agency
2 Be able to produce a series of Learn to Swim coaching session plans	<ul style="list-style-type: none">2.1 Identify goals for each session in the series that meet the needs of the participant(s)2.2 Ensure individual session goals are consistent with the overall aims of the series of sessions2.3 Ensure session plans are consistent with own level of competence2.4 Ensure session plans enable participant(s) to develop at an appropriate rate2.5 Identify activities and coaching styles for each session in the series that will motivate participant(s) and achieve the planned goals2.6 Ensure plans include realistic timings, sequences, intensity and duration of activities2.7 Ensure plans have a balance of instruction, activity and discussion2.8 Identify the resources needed for each session in the series2.9 Ensure plans are consistent with accepted good practice for Learn to Swim
3 Be able to plan the evaluation of a series of Learn to Swim coaching sessions	<ul style="list-style-type: none">3.1 Identify the success criteria for the series of coaching sessions consistent with the goals of the individual sessions in the series3.2 Identify the information needed to evaluate the series of coaching sessions3.3 Identify how and when the information will be collected3.4 Identify how the information will be analysed

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

About the qualification

Unit 210LTS

Unit Title: Prepare the Learn to Swim coaching workplace

Reference Number: Y/503/4707

Credit value: 5

GLH: 43

Unit aim: This unit covers the provision of resources for an aquatics teaching session, assessing and minimising risk, establishing and maintaining working relationships with participant(s) and other people and the safeguarding and protecting of children and vulnerable adults during an aquatics teaching session

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Be able to prepare resources for a Learn to Swim coaching session	<ol style="list-style-type: none">1.1 Identify resources needed for the coaching session1.2 Ensure resources meet national requirements1.3 Handle equipment safely1.4 Organise the resources appropriate to participant(s) and planned sessions1.5 Ensure the Learn to Swim coaching environment is safe, appropriate and conducive to learning for all participants1.6 Ensure other people involved in the session have the information they need
2 Be able to assess and manage possible risks in the Learn to Swim coaching environment	<ol style="list-style-type: none">2.1 Identify and take account of existing risk assessments for:<ul style="list-style-type: none">• the activities• the resources• the participant(s)2.2 Check the environment in which the sessions will take place2.3 Check any participant medical conditions or other special needs2.4 Identify possible hazards2.5 Assess the likelihood and severity of the harm that hazards might cause2.6 Identify how to minimise these risks2.7 Identify and comply with normal operating and emergency procedures for the coaching environment2.8 Get advice from a competent person if there are hazards or risks outside own level of competence to assess
3 Be able to establish and maintain working relationships	<ol style="list-style-type: none">3.1 Establish effective rapport with participant(s) and others involved in the coaching sessions3.2 Communicate effectively with participant(s) and others involved in the coaching sessions3.3 Give participant(s) and other people time, attention and support relevant to their needs3.4 Demonstrate active listening skills3.5 Manage any conflict that occurs3.6 Ensure working relationships take account of equality and diversity and are in line with relevant codes of practice

4 Be able to safeguard and protect children and vulnerable adults

- 4.1 Identify guidelines for safeguarding and protecting children and vulnerable adults
- 4.2 Identify how guidelines relate to own job and area of work
- 4.3 Follow relevant procedures for safeguarding children and vulnerable adults
- 4.4 Follow relevant procedures for protecting self from potential accusations
- 4.5 Identify possible signs of abuse
- 4.6 Identify, record and report any concerns about the welfare of children and vulnerable adults
- 4.7 Maintain confidentiality as appropriate

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

About the qualification

Unit 211LTS

Unit Title: Deliver a series of Learn to Swim coaching sessions in the workplace

Reference Number: D/503/4708

Credit value: 6

GLH: 57

Unit aim: This unit covers the delivery of aquatic teaching sessions, including preparing the participant(s) to take part, delivering the session, developing participant performance and concluding the session.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Be able to prepare participant(s) for learn to swim coaching sessions	<ul style="list-style-type: none">1.1 Meet the participant(s) punctually1.2 Ensure the participant(s) feel welcome and at ease1.3 Record attendance at the session1.4 Ensure participants are at a level of experience, ability and physical readiness to participate safely1.5 Ensure participant(s) have the correct equipment and clothing to participate1.6 Establish behaviour rules for the session1.7 Deliver warm-up activities appropriate to the session and participant(s)1.8 Ensure participant(s) understand the importance of warming up1.9 Assess participant(s) performance1.10 Revise plans for the session if necessary1.11 Ensure participant(s) understand and agree with the goals for the session
2 Be able to deliver learn to swim coaching sessions	<ul style="list-style-type: none">2.1 Provide participant(s) with clear information about the activities and how they support participant(s) goals2.2 Ensure activities maximise participant(s) learning2.3 Provide technically correct explanations and demonstrations appropriate to participant(s) needs and level of experience2.4 Motivate participant(s) appropriate to their needs and in line with accepted good practice2.5 Ensure activities provide a level of challenge appropriate to participant(s) needs and level of experience2.6 Ensure all participant(s) have the opportunity to take part in activities2.7 Carry out emergency procedures when necessary

<p>3 Be able to develop participant(s) performance during learn to swim coaching sessions</p>	<ul style="list-style-type: none"> 3.1 Observe and analyse participant(s) performance 3.2 Identify participant(s) strengths and weaknesses 3.3 Agree priorities for improvement with participant(s) 3.4 Use coaching methods and practices to address participant(s) strengths and weaknesses 3.5 Use coaching methods and practices to address participant(s) strengths and weaknesses 3.6 Provide feedback to participant(s) which is timely, clear and appropriate to participant(s) goals 3.7 Adapt the session to respond to changes in participant(s) needs 3.8 Adapt the session to respond to new learning opportunities that may occur 3.9 Provide opportunities for participant(s) to reflect on their learning and apply their reflections to their performance 3.10 Encourage participant(s) to take responsibility for their own learning 3.11 Use a clear session structure to develop participant(s) performance
<p>4 Be able to conclude learn to swim coaching sessions</p>	<ul style="list-style-type: none"> 4.1 Ensure there is sufficient time to conclude the session 4.2 Encourage participant(s) to provide feedback and identify further needs 4.3 Provide participant(s) with feedback on their performance relating to their goals 4.4 Deliver cool down activities appropriate to the session and participant(s) 4.5 Ensure participant(s) understand the importance of cooling down 4.6 Provide participant(s) with information relating to future sessions and any actions to be taken before the next session 4.7 Ensure participant(s) depart from the session safely 4.8 Follow procedures for checking and dealing with equipment used 4.9 Ensure the coaching environment is left in a condition suitable for future use

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

About the qualification

Unit 212LTS

Unit Title: Monitor and evaluate Learn to Swim coaching sessions in the workplace

Reference Number: H/503/4709

Credit value: 3

GLH: 27

Unit aim: This unit covers the monitoring and evaluation of aquatic teaching sessions, including evaluating participant performance, teaching sessions and own teaching practice.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Be able to evaluate participant(s) performance in Learn to Swim coaching sessions	<ul style="list-style-type: none">1.1 Carry out participant evaluations according to the session evaluation plan1.2 Ensure participant(s) are involved in the evaluation process1.3 Review participant(s) performance1.4 Measure participant(s) progress against planned goals1.5 Communicate evaluation with participant(s)1.6 Agree with participant(s) how to progress or adapt their goals1.7 Ensure participant evaluations are recorded for future reference
2 Be able to evaluate Learn to Swim coaching sessions	<ul style="list-style-type: none">2.1 Carry out session evaluations according to the session evaluation plan2.2 Review all aspects of the planning and delivery of the session2.3 Use feedback from participant(s) and other people involved in the session to evaluate the session2.4 Identify how the outcomes and feedback met the goals of the session2.5 Identify the effectiveness of the activities within the session2.6 Identify the effectiveness of own management of the session, including health, safety and welfare issues2.7 Identify how future sessions could be improved2.8 Discuss evaluations with an appropriate colleague for additional feedback2.9 Ensure session evaluations are recorded for future reference
3 Be able to evaluate and improve personal Learn to Swim coaching practice	<ul style="list-style-type: none">3.1 Review evaluations of previous sessions and feedback from relevant colleagues3.2 Ensure own knowledge is up-to-date with current developments in Learn to Swim3.3 Ensure own knowledge is up-to-date with current developments in coaching practice3.4 Identify areas for development in own Learn to Swim coaching practice3.5 Produce a personal action plan to develop own Learn to Swim coaching practice3.6 Take part in development activities identified in personal action plan3.7 Review progress against personal action plan and update accordingly

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

About the qualification

Unit AV9

Unit Title: Child Protection

Reference Number: L/505/5005

Credit value: 3

GLH: 24

Unit aim: In this unit learners are expected to develop their understanding of the challenges they may face in the protection of children from abuse.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Know that all children have needs and rights	1.1 Give examples of the needs and rights of children 1.2 Describe activities which will encourage children to protect themselves
2 Know about different types of child abuse	2.1 List different types of child abuse 2.2 Describe signs and symptoms of possible abuse 2.3 Describe the effects abuse can have on children 2.4 Give examples of circumstances which may result in abusive situations
3 Know how to respond to a child's disclosure of abuse	3.1 State the reporting procedure to follow once a disclosure has been made in a given situation 3.2 Describe the records which should be made to document the disclosure. 3.3 Describe how to care for a child following a disclosure 3.4 Give some reasons why confidentiality is important in relation to child protection
4 Know about the legislative framework surrounding issues of child protection	4.1 Identify key legislation relating to the child protection 4.2 Outline the roles and responsibilities of key professionals in relation to child protection

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence will be generated through questioning – written and/or oral - and professional discussion. Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

About the qualification

Unit AV4

Unit Title: Teamwork in active leisure

Reference Number: L/503/0735

Credit value: 2

GLH: 11

Unit aim: The unit explores the learner's understanding of teamwork within the context of working in the active leisure industry and looks to them to demonstrate that they are able to work effectively as a member of a work team.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the role of teams in active leisure	1.1 Define the meaning of the word 'team' in the context of an active leisure organisation 1.2 Explain why teams are important in the delivery of active leisure services 1.3 Describe the different roles that make up an active leisure team and how those roles contribute to the team's goals
2 Understand effective teamwork in active leisure	2.1 Give examples of why the following are important to effective teamwork in active leisure: <ul style="list-style-type: none">• working to common goals• individual roles and responsibilities• diversity in the team• communication between team members• mutual support and encouragement• feedback between team members• flexibility• reliability 2.2 Describe different types of conflict in a team 2.3 Describe different ways of dealing with conflict in an active leisure team 2.4 Describe what a team meeting is and what may be discussed at a team meeting
3 Understand how to support the work of an active leisure organisation	3.1 Describe how a member of staff in an active leisure organisation can identify ways of improving the work of the team and the organisation 3.2 Give examples of how an active leisure member of staff can help the organisation use resources more efficiently and in line with good environmental practice
4 Be able to demonstrate teamwork skills	4.1 Carry out responsibilities as agreed with team members, showing flexibility when circumstances change 4.2 Communicate with other team members 4.3 Provide support to other team members when they need it 4.4 Ask for support from other team members when necessary 4.5 Give constructive feedback to other team members 4.6 Use feedback from other team members to improve own performance 4.7 Contribute to team discussions 4.8 Handle conflict with other team members in a way that achieves a positive outcome

Assessment:

Learning outcomes one, two and three can be assessed by:

- oral and written questions
- projects and assignments

Learning outcome four should be assessed by practical activities that allow the learner to demonstrate their teamwork skills. Role plays of certain situations, for example, dealing with conflict are allowed.

About the qualification

Unit AV5

Unit Title: Giving and Receiving Feedback

Reference Number: J/502/5761

Credit value: 2

GLH: 15

Unit aim: The unit explores the skills of giving and receiving feedback. Learners will need to understand the principles of giving and receiving feedback and able to analyse their own skills in both.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Know about constructive feedback	1.1 Describe feedback 1.2 Outline reasons for avoiding giving and receiving feedback 1.3 Outline the benefits of constructive feedback
2 Understand skills required to give and receive feedback	2.1 Describe techniques for giving feedback 2.2 Identify skills required to give feedback 2.3 Identify skills for receiving feedback
3 Be able to give and receive feedback	3.1 Demonstrate skills required to give feedback 3.2 Demonstrate skills required to receive feedback
4 Be able to analyse own skills in giving and receiving feedback	4.1 Analyse own skills in giving and receiving feedback 4.2 Recommend, with reasons, improvements to own skills when giving and receiving feedback

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit.

Evidence will be generated through questioning – written and/or oral - and professional discussion.

Learners may generate relevant evidence for this unit through other methods, e.g. through observation of their practice.

About the qualification

Unit AV7

Unit Title: Health and Safety in the Workplace

Reference Number: H/601/9699

Credit value: 1

GLH: 10

Unit aim: This unit will enable the learner to understand the procedures related to health and safety in the workplace

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand roles and responsibilities for health, safety and welfare in the workplace	1.1 Outline employers and employees duties 1.2 Outline the consequences for non-compliance with health and safety legislation 1.3 Outline the requirements for training and competence in the workplace 1.4 Outline the ways in which health and safety information can be communicated
2 Understand how risk assessments contribute to health and safety	2.1 Define the terms 'hazard' and 'risk' 2.2 Outline the process for carrying out a risk assessment 2.3 Describe how risk assessment can be used to reduce accidents and ill health at work
3 Understand how to identify and control the risks from common workplace hazards	3.1 Describe the hazards that may be found in a range of workplaces 3.2 Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment 3.3 Describe the principle of the risk control hierarchy 3.4 List examples of risk controls for common workplace hazards
4 Know the procedures for responding to accidents and incidents in the workplace	4.1 State the common causes of workplace accidents and ill health 4.2 Identify the actions that might need to be taken following an incident in the workplace 4.3 List the arrangements that should be in place in a workplace for emergencies and first aid 4.4 Outline why it is important to record all incidents, accidents and ill health

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this Unit. All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding - for example, oral or written questioning, professional discussion, assignments, case studies or projects.

About the qualification

Unit AV8

Unit Title: Developing Customer Service Skills

Reference Number: A/503/9267

Credit value: 3

GLH: 24

Unit aim: In this units learners will understand roles and responsibilities, importance of risk assessments and know how to identify and control risks and hazards

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the benefits to the organisation of good customer service	1.1 Describe examples of good practice in customer service 1.2 Describe how good customer service promotes customers' confidence in the organisation 1.3 Explain why good customer service is important for an organisation
2 Understand the possible consequences of poor customer service	2.1 Describe how poor customer service can impact upon organisational efficiency and staff morale in relation to: a) customers b) the organisation itself c) staff 2.2 Explain the effects of poor customer service on an organisation's reputation
3 Understand the value of first impressions	3.1 Explain why it is important to make a good first impression 3.2 List and comment on ways of creating a positive first impression when communicating: a) face to face b) on the telephone c) in writing (including e-mail)
4 Understand positive verbal and non-verbal interaction with customers	4.1 Describe appropriate and inappropriate ways of communicating verbally with customers in commonly met situations 4.2 Give examples of types of non-verbal communication 4.3 Describe what is meant by non-verbal communication 4.4 Illustrate ways in which non-verbal communication can be used positively to support face-to-face communication
5 Understand that respect for the individual is at the heart of good customer service	5.1 Explain why it is important to maintain customer confidentiality 5.2 Give examples of maintaining customer confidentiality and the factors that need to be taken into account 5.3 Describe ways of respecting individual customer needs from a diversity of cultures and backgrounds
6 Understand his/her role in dealing with complaints from customers	6.1 Explain best practice in dealing with complaints from customers 6.2 Give an example of how to deal with a specific complaint 6.3 Explain what needs to be included in a report on an incident of complaint from a customer 6.4 Describe the procedure for taking action on the report

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this Unit. All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding - for example, oral or written questioning, professional discussion, assignments, case studies or projects.

Practical syllabus

This is the technical syllabus for the ASA Level 2 Diploma in Coaching Learn to Swim (QCF). All coaching sessions evidenced in the achievement of the qualification must be drawn from this syllabus and be delivered in the workplace to swimmers/participants of the appropriate ability.

Practical skills:	Components:
Teaching Long Term Athlete Development (LTAD) for Swimming	Demonstrate the teaching of swimming sessions incorporating the principles of both: <ul style="list-style-type: none"> * FUNdamentals; <input style="float: right;" type="checkbox"/> * Swim skills; <input style="float: right;" type="checkbox"/> Demonstrate through their teaching the impact of LTAD on the teaching process and the use of participant referral.
Teach through the ASA Learn to Swim Framework or <i>other home country</i> equivalent scheme.	Demonstrate the teaching of swimming sessions incorporating the ASA Learn to Swim Framework Stages 1-7 Demonstrate the teaching of swimming sessions incorporating the core aquatic skills (swimming essentials) including all of: <ul style="list-style-type: none"> * aquatic breathing; <input style="float: right;" type="checkbox"/> * streamlining; <input style="float: right;" type="checkbox"/> * balance; <input style="float: right;" type="checkbox"/> * buoyancy; <input style="float: right;" type="checkbox"/> * rotation; <input style="float: right;" type="checkbox"/> * orientation; <input style="float: right;" type="checkbox"/> * co-ordination; <input style="float: right;" type="checkbox"/> * sculling. <input style="float: right;" type="checkbox"/> * basic dive from the side (plunge dive). <input style="float: right;" type="checkbox"/>
Teach the core aquatic skills	Demonstrate the teaching of the core aquatic skills through sessions incorporating the principles of covering a minimum of three: <ul style="list-style-type: none"> * whole-part-whole; <input style="float: right;" type="checkbox"/> * part-whole; <input style="float: right;" type="checkbox"/> * BLABT (body position; leg action; arm action; breathing; timing/co-ordination), <input style="float: right;" type="checkbox"/> * varying the length of session <input style="float: right;" type="checkbox"/>
Teach sessions including practices and progressions of the four main competitive strokes	Demonstrate the teaching of all four competitive strokes: <ul style="list-style-type: none"> * Front Crawl <input style="float: right;" type="checkbox"/> * Back Crawl <input style="float: right;" type="checkbox"/> * Butterfly <input style="float: right;" type="checkbox"/> * Breaststroke. <input style="float: right;" type="checkbox"/>

Practical syllabus

Practical skills:	Components:
Teach swimming technique in order to improve performance based on age, capability and confidence	Demonstrate the teaching of swimming sessions incorporating appropriate methods for changes and adjustments including all of the following: <ul style="list-style-type: none"> * guided discovery <input data-bbox="1283 506 1370 539" type="checkbox"/> * variation <input data-bbox="1283 551 1370 584" type="checkbox"/> * adaptation <input data-bbox="1283 595 1370 629" type="checkbox"/> * corrective action <input data-bbox="1283 640 1370 674" type="checkbox"/>
Teaching the technical aspects of swimming in relation to travel	Demonstrate the teaching of swimming sessions incorporating travel, including all of the following: <ul style="list-style-type: none"> * front crawl <input data-bbox="1283 768 1370 801" type="checkbox"/> * back crawl <input data-bbox="1283 813 1370 846" type="checkbox"/> * breaststroke <input data-bbox="1283 857 1370 891" type="checkbox"/> * butterfly <input data-bbox="1283 902 1370 936" type="checkbox"/>
Teaching positive transfer of skills	Demonstrate the teaching of swimming sessions incorporating positive transfer of skills, including <i>one</i> of: <ul style="list-style-type: none"> * rotation into surface dive <input data-bbox="1283 1037 1370 1070" type="checkbox"/> * streamlining into transition <input data-bbox="1283 1081 1370 1115" type="checkbox"/>

SECTION 2 – Learner information

The ASA AB's policy regarding access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standards
- They should be free from any barriers that restrict access and progression
- There should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to this qualification with integrity. This will include ensuring learners have appropriate information and advice about the qualification and that the qualification will meet their needs.

Registration

Once learners are registered with the ASA AB they have 18 months to successfully complete their qualification. If an extension to registration is required the centre should contact the AB to request this. Each individual case will be viewed on its merits.

Recruitment

Learners should not be entered for a qualification of the same type, content and level to a qualification they already hold.

Progression

Once a learner has completed the ASA Level 2 Diploma in Coaching Learn to Swim (QCF) they will be able to progress on to the ASA Level 2 Certificate in Coaching Swimming, Diving, Water Polo or Synchronised Swimming or a specialist diploma. Learners will need to satisfy the entry requirements of any qualification they enrol on.

Learners may also consider employment in one of the following roles:

- Learn to Swim teacher
- Learn to Swim coach
- Sports development officer
- Sports leader

Learners will need to satisfy the entry requirements of any qualification they enrol on.

SECTION 3 - Centre requirements

Centre Approval

Only ASA AB approved organisations can offer ASA qualifications.

Those organisations approved by the ASA AB are referred to as Approved Centres (centres).

Organisations without ASA approval

Those organisations that wish to offer ASA qualifications and do not have approval to do so will need to apply to the ASA AB to become a Centre.

When an organisation applies for approval to become an Centre and offer ASA qualifications they are required to enter into an accreditation agreement.

The accreditation agreement is a formal commitment by the Centre to meet all the requirements of the qualification specification(s) and other conditions as identified by the ASA AB. Sanctions may be applied if centres do not comply with the agreement.

- To become A Centre, organisations will be required to meet a set of quality standards and eligibility criteria. This is known as the centre approval process.
- To offer ASA qualifications such as the ASA Level 2 Diploma in Coaching Learn to Swim (QCF) qualification, organisations will need to seek approval to do so. This is known as the qualification approval process.

Although both processes consist of separate applications, it is recommended that organisations apply for both centre and qualification approval within the same application.

Full details of the process, along with the application forms are available for download from the ASA website: **Providing ASA qualifications - A Guide to AC and Qualification Approval.**

Centres with ASA approval

Those organisations already accredited as a centre will need to gain qualification approval to offer the ASA Level 2 Diploma in Coaching Learn to Swim (QCF). Further information on the qualification approval process can be found on the ASA website.

Centres should familiarise themselves with the structure, content and assessment requirements of this qualification prior to planning the learning programme.

Workforce

In order to deliver, assess and quality assure (internally verify) this qualification it is important for centres to have and utilise its resources effectively, in other words, have the right people in the right place at the right time. An awareness and understanding of the aquatics industry will be advantageous but is not essential.

Tutors

The role of the tutor is to plan and deliver an appropriate learning programme of activities that prepare learners for assessment. Tutor delivering the qualification should:

- Hold the current ASA tutor licence (and assessor licence if applicable)
Have the appropriate occupational expertise and be technically knowledgeable in
Learn to Swim environment by holding a UKCC endorsed qualification in teaching aquatics
- Hold a relevant teaching qualification. For example: Level 3 in Education and Training (QCF) Post Graduate Certificate of Education (PGCE), Certificate of Education (Cert Ed), Level 3/ 4 in Preparing to Teach in the Lifelong Learning Sector (QCF), Level 3/ 4 Certificate in Teaching in the Lifelong Learning Sector (QCF), Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) or other teaching qualifications as per the SVUK tariff
- Have up-to-date working knowledge and experience of best practice in a Learn to Swim environment
- Have excellent inter-personal skills
- Be able to communicate effectively with learners.

Assessors

Assessments of learners delivering their sessions in a work-related environment will be conducted by an assessor. The role of the assessor is to assess the learners' performance and to check if the assessment criteria of the qualification have been met. Assessors are to only assess qualifications in their acknowledged area of technical and occupational expertise, therefore, individuals assessing the qualification are required to meet the below criteria.

Assessors must hold:

- Hold the ASA assessor licence and
- Level 3 Certificate in Assessing Vocational Achievement (QCF) or,
- Equivalent qualifications such as A1/2 or D32/33 qualifications

Please note: The same person can be a tutor or an assessor as long as they meet the requirements set out above

Individuals who do not meet the above criteria for tutors/assessors and, more importantly, do not hold the required qualifications, are not permitted to deliver this qualification. Those wishing to become a tutor/ assessor will need to contact workforcesupport@swimming.org for further information about the process.

Internal Verifiers

The role of the Internal Verifier (IV) is to monitor the assessments to ensure the accuracy and effectiveness of activities and the accuracy and consistency of assessment decisions are maintained. Additionally, the IV can also provide support and guidance to assessors. Individuals internally verifying the qualification are required to meet the following specific criteria for the role:

- Be a holder of an appropriate internal verifiers qualification (D34, V1 or Level 4 Internal Quality Assurance (QCF) qualification (2010 onwards) and
- Have current experience of conducting internal quality assurance procedures.

Please note: IVs cannot quality assure their own assessments.

The conditions stated are the minimum requirements individuals must meet in order to fulfil the role(s) of tutor, assessor or IV.

Centres may have further criteria and personnel requirements in addition to the above.

Continuing professional development (CPD)

Centres are expected to support their workforce by ensuring:

- their knowledge remains current,
- they demonstrate best practice in delivery, mentoring, training, assessment and verification,
- they take into account any national or legislative developments.

These may include: observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences.

Further opportunities for CPD may be found on the ASA CPD directory on the ASA website.

Resources

Centres are responsible for ensuring the learning environments selected are appropriate for use in the delivery and assessment of this qualification.

Training room

Appropriate rooms are required for the delivery and assessment of this qualification and should be large enough to accommodate the number of learners expected for varied delivery methods. The room should have good use of natural light; have minimal ambient noise and appropriate temperature control to provide a comfortable learning environment. There should be adequate tables and chairs for learners to be able to sit comfortably and undertake written work.

The equipment needed, as a minimum, should be inclusive of:

- Flip charts (x2) with paper, and pens
- A data projector and projection screen
- Access to internet connection

Learners should be able to access refreshments. If it is not possible to provide these facilities on site it must be clearly stated in the information provided to the learner by the Centre.

Participant requirements

Coaching must take place with an appropriate group of swimmers for the session being taught. Swimmers should be of the appropriate age and ability for the session being delivered ie: experienced adult swimmers should not be taking the role of experienced or inexperienced 10 year olds.

Practical facilities

The pool facility required for the delivery of practical sessions of this qualification should meet the pool characteristics as defined in the document Centre Resources.

Any variation in minimum depths stated, must be clearly stated and the ASA AB informed accordingly. Where the minimum stated depth is not available this should be discussed with the ASA AB. The required Pool Characteristics 12 x 6m with a Water depth of 0.9 – 1.8m

Learning environment

It is at the discretion of the Centre to determine the most appropriate learning environment for delivery and assessment. Learners may be managed in small or large groups or individually. Centres must consider tutor:learner ratios depending on the space available, ensuring it is in accordance with appropriate health and safety requirements.

Qualification administration and process

Administration

Full details of the ASA AB's administrative procedures for this qualification are provided in the *Providing ASA qualifications – Approved Centre Handbook*. This information includes details on:

- Registration procedures
- Fees
- Claiming certification.

Centres should be aware of the time constraints regarding registration and certification periods for ASA qualifications, as specified on the **ASA website**. Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certificate end dates for the qualification are subject to change.

Registration

Learners must be registered prior to the start date of their learning programme. Centres should submit registrations using the Learner Registration Form to the relevant ASA AB Qualifications and Accreditation Administrator within the ASA AB.

Following registration, an email will be issued by the ASA AB to the Centre. This will confirm the Learner Registration Form has been received and processed. If there are any problems in the registration process, these will be identified and communicated to the Centre and will be required to be acted upon immediately.

Certification

When all assessments for the qualification have been passed by the assessor and internally verified (following external verification or sanctions), learner results should be submitted to the ASA AB via completion of the *ASA Learner Achievement Summary form*.

Learners successfully achieving all assessments for this qualification will be issued with the ASA Level 2 Diploma in Coaching Learn to Swim (QCF). The qualification title, along with the QCF qualification accreditation number and unit titles will appear on the certificates.

Recognition of Prior Learning (RPL)

RPL is defined as: 'A method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning' Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726).

The implementation of RPL prevents a learner from being repeatedly assessed for skills or knowledge they already possess, therefore, any previous achievements or relevant experiences obtained through various environments (e.g. formal work, at home and/or in leisure), are applicable for RPL consideration as long as the standards and requirements detailed in the unit specification and assessment criteria are met.

Credit will be awarded once the learner has successfully demonstrated and evidenced to the assessor that they meet the assessment criteria of the unit. Therefore the use of RPL is acceptable for accrediting a unit, units or whole qualification without the learner having to complete the course.

RPL is an alternative route and *not a shortcut* to attaining the qualification. Claiming RPL is the learner's responsibility. Any claim for RPL is to be submitted against a whole unit / units only, partial completion of a unit /units cannot and will not be accepted nor credited.

Credit Accumulation and Transfer (CAT)

CAT is 'the process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification' Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

Learners who have gained a QCF qualification from another awarding organisation may be eligible to transfer the credits gained to count towards achievement of an ASA qualification. It is recommended learners consider this route if they have already completed units contained within a QCF qualification to avoid any unnecessary duplication of learning.

To apply, learners should complete the CAT application form and submit this to the ASA AB along with a copy of the qualification and the processing fee.

SECTION 4 – Delivering the qualification

Delivery

Initial assessment

An initial assessment of each learner wishing to register onto this qualification should be made prior to the start of their learning programme. The purpose of conducting an initial assessment for every learner is to:

- Recognise any prior learning relevant to the qualification
- Identify any support needs – including literacy, language, numeracy and ICT skills
- Understand the aspirations of the learner and their long-term plan.

The format and content of this assessment is the decision and responsibility of the Centre.

From this assessment the results should identify what support the Centre needs to provide or what training is required further by the learner to enable them to pursue the qualification. Any support or guidance provided should be recorded within the learner's individual learning programme (ILP).

Induction

All learners should receive an appropriate induction to the programme to ensure they understand the requirements of the qualification, their responsibilities as learners and what they should expect from the tutor and centre.

Information about the requirements of the qualification and the responsibilities of the learner and Centre are outlined in the supporting resources for this qualification. Learners should be signposted to this information and the induction should utilise this resource.

Access arrangements and special considerations

The ASA AB's policy on access arrangements and special considerations for ASA qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy for ASA Qualifications* which can be found on the [ASA website](#).

Learning programmes

The ASA AB will not direct centres on how they should deliver this qualification. It is at the centres' discretion as to how delivery of this qualification is managed. As long as the requirements of the qualification can be met, centres have the flexibility to deliver this qualification in whatever way, and in as many hours, as they deem appropriate. When planning the learning programme, centres must ensure they meet the needs and capabilities of the learner and also the learning outcomes of the qualification.

There is no requirement to deliver the units of this qualification in the order they appear within the structure or within this specification; the qualification can be delivered holistically. Therefore, as long as centres plan an appropriate learning programme that meets the qualification requirements as identified in the specification, the order in which the units are delivered does not matter.

It is recommended that all learners receive an induction to the qualification and receive some face-to-face teaching. Ideally, learners for this programme should also have the opportunity to practice their delivery skills and apply the learning from the programme into practice. Where accessible, centres should consider providing information through a blended learning approach; combining face-to-face teaching, e-learning, self-study and/or distance learning resources with the applied practice in the work environment.

Assessment

Summary of assessment requirements

The assessment requirements for this qualification were developed by the ASA in partnership with employers, training providers, AOs and the regulatory authorities. The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- Meet the assessment criteria and
- Achieve the learning outcomes

To successfully achieve a unit, learners must:

- Achieve all the specified learning outcomes
- Satisfy all the assessment criteria by providing sufficient and valid evidence for each criteria
- Show that the evidence produced is their own and authentic

To achieve the qualification, learners must:

- Complete all assessment tasks and satisfy the requirements of **all relevant units** in order to achieve and be awarded the qualification

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. This holistic approach to assessment is encouraged of all centres. It is therefore not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates – this can be supported by the Centre.

All evidence produced should be word-processed or legibly handwritten in ink and must be made available to the tutor/assessor so they can make an informed judgement as to whether the evidence satisfies the criteria. Subsequently, this evidence may be required by internal and external verifiers dependent on the quality assurance strategy agreed with the centre and with the ASA AB.

Centres should ensure the methods of assessment are planned at appropriate points during the learning programme. Marking and feedback should take place within two weeks of submission of any assessment. It is recommended Centres inform learners of the methods of assessment to be adopted early in the learning programme that will allow for formative assessment and ongoing internal verification.

All the assessments created by Centres should be reliable and fit for purpose, and should be built on the assessment criteria and referenced accordingly. Assessment tasks and activities should enable learners to produce, valid, sufficient and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through the training providers quality assurance process prior to being used.

Please note: All assessments must be completed and assessed within the learners period of registration. Centres should advise learners of any internal timescales for the completion and review of individual assessments.

Reassessment procedures

If a learner is unsuccessful in any element of assessment the Centre should offer the learner up to two additional opportunities for reassessment for the units, or areas, they were unsuccessful in.

Please note: opportunities for reassessment are only available within the learner(s) registration period.

Should a learner be referred in any part of assessment the Centre should:

- Arrange additional support for the learner, **or**
- Inform the learner of the right to appeal, as outlined below
- Guide the learner towards a more suitable qualification.

Appeals against assessment

It is a condition of Centre approval that all Centres must have an appeals process in place and make this available to all learners. If a learner appeals against the result of an assessment, they should, in the first instance be directed to the Centres internal appeals process. If the learner remains dissatisfied with the outcome following this process, they may contact the ASA AB. All appeals must be clearly documented by the Centres key contact and made available to the ASA AB or its nominated representative as and when required.

Quality assurance

This information is a summary of quality assurance requirements for this qualification.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal processes for maintaining quality. The approach of quality assured assessment is made through partnership between a centre and the ASA AB. The ASA AB is committed to ensuring that it follows best practice, therefore, it seeks to ensure that the quality assurance processes which it uses does not place undue administrative processes on centres and works to support them in providing a robust system.

In order to deliver and assess ASA qualifications, the centre must meet and maintain certain requirements. These requirements are assessed through:

1. Internal verification
2. External verification

Internal verification

All centres offering ASA qualifications need to have effective internal verification processes in place to ensure that learners are assessed fairly and consistently, and that national standards are being met. The centre decides on the internal verification processes that are implemented. The ASA AB can offer guidance and support however it is the responsibility of the centre to decide how they implement internal verification to ensure it is effective.

The ASA AB will check that effective internal verification processes are in place through both the centre review and external verification systems.

It is the centres' responsibility to develop their own internal and external verification guides that meet the requirements of the qualification. Further support can be provided by contacting the ASA AB quality assurance team.

External verification

There are three key purposes of external verification:

1. To ensure the accuracy and consistency of assessment decisions
2. To ensure the accuracy and effectiveness of assessment activities
3. To assess the accuracy and effectiveness of internal verification

In order to monitor this, the ASA AB will allocate external verifiers to registered courses. The external verifier will request a sample of assessed work and evidence of internal verification. The external verifier will then assess the evidence and make a judgment, to release or block certification. The frequency and size of external verification sampling will depend on the individual centre.

Requirements

Qualification withdrawal policy

In the unlikely event that the ASA AB withdraws this qualification before its intended date of expiration the ASA AB will give six months notice of this to Centres and all learners will be able to complete their qualification as agreed as part of their registration period.

Further support and training

The ASA are committed to offering training and ongoing support to centres, its workforce and learners.

An annual training programme is available to support all involved in the delivery and assessment of ASA qualifications. This training programme is emailed to all centres on a regular basis and through the newsletters and can also be accessed through the [ASA website](#)

Contacts for support are:

Registrations and certification	Awarding Body	info@awardingbodyasa.com
Approval visits/external verification	Quality Assurance	qualityassurance@awardingbodyasa.com

SECTION 5 - Suggested reading

The following texts have been suggested as further reading for this qualification. Please note, this list is not exhaustive and you and your workforce should direct learners to any additional text they may find relevant that will enhance their learning and assist them with the attainment of ASA Level 2 Diploma in Coaching Learn to Swim (QCF).

Introductory texts

Title:

Australian Sports Commission (2001) Better Coaching: Advanced Coach's Manual (2nd edition). Leeds: Human Kinetics Europe Ltd. ISBN: 978-0-736041-13-3.

Bompa, T.O. (2005) Periodization Training for Sports. Leeds: Human Kinetics Europe Ltd. ISBN: 978-0-736055-59-8.

Cabral, P., Carpenter, F. and Crisfield, P. (2005) The Successful Coach: Guidelines for Coaching Practice. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-0-947850-16-6.

Cabral, P. and Crisfield, P. (2005) Motivation and Mental Toughness. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-0-947850-17-3.

Campbell, S. and Crisfield, P. (2005) Making Sport Fun. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-0-947850-56-2.

Carpenter, F. and Ledger, P. (2003) Physiology and Performance. Leeds: Coachwise Business Solutions/sports coach UK. ISBN: 978-0-947850-24-1.

Crisfield, P. (2003) Analysing Your Coaching. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-14-9.

Foxon, F. (2001) Improving Practices and Skill. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-13-2.

Galvin, B. and Ledger, P. (2003) A Guide to Planning Coaching Programmes. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-00-2.

Hagger, M. (2008) Coaching Young Performers. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-56-9.

Kerr, A. and Stafford, I. (2003) How to Coach Disabled People in Sport. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-54-5.

Martens, R. (2004) Successful Coaching (3rd edition). Leeds: Human Kinetics Europe Ltd. ISBN: 978-0-736040-12-9.

Robertson, K. (2002) Observation, Analysis and Video. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-16-3.

Sneyd, S. (2003) How to Coach Sports Safely. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-1-902523-50-7.

Sprunt, K. (2003) An Introduction to Sports Mechanics. Leeds: Coachwise Business Solutions/The National Coaching Foundation. ISBN: 978-0-947850-39-5.

Glossary

This table gives definitions for terms and acronyms used in this document.

Abbreviation / Term	Definition
Adapt	Adjust to different situations
Agree	Have similar thoughts, or do something suggested by another person
Analyse	to examine critically, so as to bring out the essential elements
AO	Awarding organisation
ASA AB	ASA Awarding Body
Assess	Consider information in order to make decisions
Carry Out	Complete a task or activity
Check	To verify or establish something
Collect	To bring together, to gather information
Communicate	To convey information about, impart, make known
Comply	Meet the requirements of
Credit	One credit is equates to ten notional hours of learning (QCF)
Define	To give form, or meaning to
Demonstrate	The act of presenting something to sight or view
Describe	Paint a picture in words
Discuss	Present and examine clearly the various views on a topic or issue
Ensure	To make sure or certain
Establish	Come to an understanding of
Explain	Give reasons
Follow	Work through systematically
Get	Receive or obtain something
Give	Provide information
GLH	Guided Learning Hours
Handle	Deal with or physically move
Identify	Provide information in a brief uncomplicated form or produce a list
List	State or make a list of terms, words, statements or comments
Maintain	To keep up or continue in current condition
Manage	Be able to deal with
Measure	Calculate, quantify
Meet	Gather, bring together, achieve
Motivate	Provide someone with a reason for doing something
Observe	To watch and take note
Ofqual	regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland
Organise	arrange systematically; order
Outline	Identify the main features of something
Produce	To create, make, bring or find



Provide	Give, offer, create, bring or find
QCF	Qualifications and Credit Framework
Record	Keep information together for others
Refer	Point out, relate to
Review	Think carefully, especially about possibilities and opinions
Revise	Examine, improve or amend something
RPL	Recognition of Prior Learning (formerly APL)
Take part	Get involved in
Understand	Comprehend the meaning of a concept or idea
Use	Apply knowledge to demonstrate understanding

