



ASA LEVEL

2

**AWARD IN
COACHING AQUATIC
PRE-FUNDAMENTALS (QCF)**

(QAN): 600/5039/1

Qualification Specification

About ASA Qualifications

The Amateur Swimming Association (ASA) is a 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 within the workplace. As an Awarding Organisation (AO), we are recognised and regulated by the Office of the Qualifications and Examinations Regulation (Ofqual) to offer vocational qualifications. Providing progression 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](#)

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Publication

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ASAL2CAP/2013/V1

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SECTION 1 - About this publication

Welcome to the Qualification Specification for the ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF).

Awarded by the ASA AB, this qualification provides learners with the skills to deliver adult and child sessions in a learn to swim environment.

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 Award in Coaching Aquatic Pre-fundamentals (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 learner 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 highlights the need and importance of quality assurance.

Delivering the qualification

This section contains information to be used for the delivery and assessment of this qualification. This area also ensures centres are aware of the ASA ABs requirements.

Supporting information

This section contains any additional information that will help support centres in the effective delivery and assessment of this qualification.

Overview of the qualification

Qualification Title:	ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF)
Qualification accreditation number (QAN):	600/5039/1
Total number of credits:	6
Guided learning hours (GLH):	45
Qualification level:	2
Operational start date:	1 April 2013
Review date:	28 February 2015

The learner must achieve a total of six credits from all three mandatory units.

Qualification objective

The ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF) qualification is aimed at Level 2 aquatic teachers who want to acquire specialist knowledge delivering aquatic sessions in an adult and child Learn to Swim environment.

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 aquatic teachers should do as part of their role in the Learn to Swim environment. 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 a learner has acquired the necessary skills and knowledge to enable them to deliver Learn to Swim sessions to specific populations, in this case adult and child sessions.

Structure of the qualification

Units, credits and levels

The ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF) is made up of the following units:

Unit number:	Unit title:	Reference number:	Unit level:	Credit value:
213PFD	Unit 1: Principles of child development in the foundation stages of aquatics	L/503/8219	2	2
214.1PFD	Unit 2: Understanding how to plan for adult and child aquatic sessions	H/504/9419	2	2
215PFD	Unit 3: Supporting innovative delivery in adult and child aquatic sessions	R/503/7024	2	2

These units enable learners to:

- Develop confidence, communication and inter personal skills
- Identify the principles of pre-fundamental aquatic sessions
- Develop an awareness of their professional role and responsibilities
- Adopt an integrated approach to the theory and practice of pre-fundamental aquatic sessions
- Reflect on their own previous or current levels of experience, practice and skills, and areas for development

Note: The units in this award also form part of the ASA Level 2 Extended Diploma in Coaching Learn to Swim (Pre-Fundamentals) (QCF) qualification.

Learner entry requirements

Learners must be holders of the ASA Level 2 Certificate in Teaching Aquatics (QCF) qualification or equivalent and have experience of teaching and coaching in aquatic environment. All learners are required to be at least 17 years of age or over to register for this qualification.

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 all 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 213PFD

Unit Title: Unit 1: Principles of child development in the foundation stages of aquatics

Reference Number: L/503/8219

Credit value: 2

GLH: 15

Unit aim: This unit gives the learner an overview of child growth, the use of swimming aids and equipment as well as an understanding of medical conditions and impairments in order for them to plan an effective pre-fundamental aquatic session.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand child growth and development and its relevance to acquisition of skill in adult and child aquatic sessions	1.1 Identify how children grow and develop 1.2 Describe how children's growth and development can affect the delivery of adult and child aquatic sessions 1.3 Identify the anatomical considerations of child's growth 1.4 Identify the relevant stages of learning 1.5 Describe how the acquisition of skill is affected by a child's growth and development 1.6 Demonstrate aquatic sessions which show progression of skills and are appropriate for the growth and developmental level of the child
2 Understand the use of swimming aids and equipment for adult and child aquatic sessions	2.1 Identify appropriate swimming aids for adult and child aquatic sessions 2.2 Outline advantages and disadvantages for the use of swimming aids and equipment for adult and child aquatic sessions 2.3 Demonstrate sessions which use appropriate swimming aids and equipment
3 Understand the medical conditions and impairments that are specific to babies and how to account for this in delivering baby swimming	3.1 Identify medical conditions or impairments that are specific to babies 3.2 Describe the adaptations that will need to be considered when teaching babies with specific medical conditions or impairments 3.3 Describe the nature of impairments and how their implications may affect aspects of the teaching process when working with babies 3.4 Describe how to adapt sessions to account for babies with specific medical conditions or impairments

Assessment:

Learners will be assessed through the production of a minimum of six teaching aquatics session plans, two of which will be formally assessed.

Within the six sessions, four must be linked and progressive, and two must be focused on any of the following participants and environments:

Participants

- Adult and baby (0-2 years)
- Adult and toddler (2-4 years)

Environment

- Simulated
- Work environment

The planned sessions must be a minimum of 30 minutes in duration and applicable to the specified stage of swimmer development.

All sessions must be drawn from the Level 2 technical syllabus developed for adult and child sessions in a work environment.

About the qualification

Unit 214.1PFD

Unit Title: Unit 2: Understanding how to plan for Adult and Child aquatic sessions

Reference Number: H/504/9419

Credit value: 2

GLH: 15

Unit aim: This unit gives the learner an overview of foundation frameworks relative to fundamentals, reward and recognition during the sessions and over a period of time as well as understanding health, safety and equity considerations when planning their sessions.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the Foundation Framework (or equivalent Learn to Swim scheme)	1.1 Identify the key outcomes of the Foundation Framework (or equivalent Learn to Swim scheme) 1.2 Identify how the Foundation Framework (or equivalent Learn to Swim scheme) relates to adult and child aquatic sessions 1.3 Describe exit links from fundamentals programmes to the Foundation Framework (or equivalent Learn to Swim scheme) 1.4 Outline the benefits of swimming from an early age
2 Understand how to integrate reward and recognition when planning a scheme of work appropriate for adult and child aquatic sessions	2.1 Identify the benefits of rewards when working with children in foundation stage of development 2.2 Describe the appropriate use of rewards when working with children in the foundation stage of development 2.3 Evaluate the integration of rewards when planning a scheme of work for children in the foundation stage of development 2.4 Identify the appropriate use of rewards when planning a single lesson for adult and child aquatic sessions
3 Understand how to plan for safe and equitable adult and child aquatic sessions	3.1 List issues related to equity in respect of adult and child aquatic sessions 3.2 Describe health and safety issues relating to adult and child aquatic sessions 3.3 Outline the health and safety requirements that need to be considered when planning adult and child aquatic sessions 3.4 Demonstrate safe entries and exits for adult and child aquatic sessions 3.5 Identify specific health related issues for children

Assessment:

Learners will be assessed through the production of a minimum of six teaching aquatics session plans, two of which will be formally assessed.

Within the six sessions, four must be linked and progressive, and two must be focused on any of the following participants and environments:

Participants

- Adult and baby (0-2 years)
- Adult and toddler (2-4 years)

Environment

- Simulated
- Work environment

The planned sessions must be a minimum of 30 minutes in duration and applicable to the specified stage of swimmer development.

All sessions must be drawn from the Level 2 technical syllabus developed for adult and child sessions in a work environment.

About the qualification

Unit 215PFD

Unit Title: Unit 3: Supporting innovative delivery in adult and child aquatic sessions

Reference Number: R/503/7024

Credit Value: 2

GLH: 15

Unit aims: This unit aims to give the learner the opportunity to show that they can put knowledge into practice showing correct demonstrations, use of equipment, correct holds, and innovative delivery and evaluate the effectiveness of their session.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1 Understand the appropriate use of supports and holds when delivering adult and child aquatic sessions	1.1 Identify appropriate supports and holds for adult and child aquatic sessions 1.2 Compare and contrast the appropriate use of supports and holds in adult and child aquatic sessions 1.3 Demonstrate supports and holds relevant for adult and child aquatic sessions 1.4 Evaluate child protection issues relating to manual handling for adult and child aquatic sessions 1.5 Describe the importance of good carer and baby interaction
2 Understand how the core aquatic skills can be used when delivering adult and child aquatic sessions	2.1 Identify the core aquatic skills 2.2 Identify and give examples of progression for core aquatic skills in adult and child aquatic sessions 2.3 Discuss pre pool work and health and safety issues when delivering the core aquatic skills
3 Understand innovation in delivering adult and child aquatic sessions	3.1 Discuss methods to promote independence activities for adult and child aquatic sessions 3.2 Describe recreational activities to include games, songs, themes and sequences to enhance the core aquatic skills 3.3 Demonstrate adult and child aquatic sessions that include games, songs, themes and sequences to enhance the core aquatic skills
4 Understand the variances in teaching methods and positions within an adult and child aquatic session	4.1 Identify adults ability in the water against pool variations 4.2 Evaluate teaching positions so the skills are delivered in a safe and nurturing environment

Assessment:

This unit must be assessed in the context of aquatics in the foundation stage of child development in accordance with the appropriate Learn to Swim framework.

The application of assessment will be work based and is to be performed through oral, practical and written means.

Assessment:

Learners will be assessed through the production of a minimum of six teaching aquatics session plans, two of which will be formally assessed.

Within the six sessions, four must be linked and progressive, and two must be focused on any of the following participants and environments:

Participants

- Adult and baby (0-2 years)
- Adult and toddler (2-4 years)

Environment

- Simulated
- Work environment

The planned sessions must be a minimum of 30 minutes in duration and applicable to the specified stage of swimmer development.

All sessions must be drawn from the Level 2 technical syllabus developed for adult and child sessions in a work environment.

One of the above sessions delivered must be informally assessed by a qualified assessor or witnessed by a person who is appropriately qualified.

One of the above sessions delivered must be formally assessed by a qualified assessor in an adult and child session.

About the qualification

Practical syllabus

Practical skills:	Components:
Demonstrate appropriate warm up and recovery methods within adult and child sessions	<ul style="list-style-type: none"> * Teach sessions demonstrating appropriate techniques for preparing the body for activity * Teach sessions demonstrating appropriate methods to aid recovery and relax the body
Demonstrate acquisition of skill within adult and child sessions	Demonstrate teaching sessions that incorporate all of the following: <ul style="list-style-type: none"> * Learner variables <input type="checkbox"/> * Repetition <input type="checkbox"/> * Reinforcement <input type="checkbox"/> * Development of perceptual motor skills <input type="checkbox"/> * Observation and analysis techniques appropriate to children from four months to five years <input type="checkbox"/>
Demonstrate safe entries and exits	Teach safe methods of entries and exits incorporating the following: <p>Entries:</p> <ul style="list-style-type: none"> * Steps <input type="checkbox"/> * Sitting <input type="checkbox"/> * Jumping <input type="checkbox"/> * With and without assistance <input type="checkbox"/> <p>Exits:</p> <ul style="list-style-type: none"> * Steps <input type="checkbox"/> * Climbing out with assistance <input type="checkbox"/> * Climbing out without assistance <input type="checkbox"/>
Demonstrate use of appropriate supports and holds	Teach appropriate holds demonstrating the correct technique for at least two out of each of prone and supine supports and holds and use of equipment with holds: <p>Prone support holds:</p> <ul style="list-style-type: none"> * Yoke hold <input type="checkbox"/> * Front prone support <input type="checkbox"/> * Cheek to cheek hold <input type="checkbox"/> * With and without assistance <input type="checkbox"/> <p>Supine support holds:</p> <ul style="list-style-type: none"> * One hand hold <input type="checkbox"/> * Yoke hand support <input type="checkbox"/> * Cheek to cheek hold <input type="checkbox"/> * Shoulder support <input type="checkbox"/> * Supports using equipment <input type="checkbox"/>

Practical skills:	Components:
Demonstrate use of swimming aids	Teach sessions incorporating at least three of the following swimming aids and equipment: <ul style="list-style-type: none"> * Floats <input type="checkbox"/> * Arm bands/discs <input type="checkbox"/> * Buoyancy suits <input type="checkbox"/> * Noodles <input type="checkbox"/> * Egg flips <input type="checkbox"/> * Sinkers <input type="checkbox"/> * Toys <input type="checkbox"/>
Demonstrate appropriate games and songs for child and adult	Teach sessions demonstrating the recreational activities, games and experiential learning to incorporate any of the following: <ul style="list-style-type: none"> * Fun <input type="checkbox"/> * Games <input type="checkbox"/> * Songs <input type="checkbox"/> * Nursery rhymes <input type="checkbox"/> * Themes <input type="checkbox"/> * Sequences <input type="checkbox"/> * Guided discovery <input type="checkbox"/>
Demonstrate ways of organising groups which reflects the environment and child's ability	Teach sessions that cover two of the following organisational methods: <ul style="list-style-type: none"> * Working with groups of adults and children <input type="checkbox"/> * Working with two or three groups of adults with children of varying abilities <input type="checkbox"/> * Random spacing <input type="checkbox"/>
Demonstrate ways of utilising help and support by way of an assistant or adult	Teach sessions with the help of an assistant using the following methods: <ul style="list-style-type: none"> * Allocation of tasks <input type="checkbox"/> * Monitoring performance <input type="checkbox"/> * Evaluating performance <input type="checkbox"/> * Mentoring <input type="checkbox"/>
Demonstrate ways of effectively communicating during sessions	Teacher needs to show methods of effective communication within the context of adult and child water activities using the following methods: <ul style="list-style-type: none"> * Communication to the child through the adult <input type="checkbox"/> * Visual <input type="checkbox"/> * Verbal <input type="checkbox"/> * One to one <input type="checkbox"/> * Part group situation <input type="checkbox"/> * Whole group situation <input type="checkbox"/>
Demonstrate progressive practices within adult and child sessions	Teacher is to demonstrate that they can progress their sessions to the point of phasing out the adult and pre-school sessions: <ul style="list-style-type: none"> * Progression of adult and child water activities to independence <input 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 ASA AB to request this. Each individual case will be viewed on its merits. Extensions are usually for a period of six months.

Recruitment

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. There are no formal entry requirements and learners are not required to have any prior experience of teaching.

Please note: Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

Progression

Once a learner has completed the ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF), they will be able to, should they wish to do so, progress on to the ASA Level 2 Diploma in Coaching Learn to Swim (QCF) qualification.

SECTION 3 – Centre requirements

Centre Approval

Only ASA approved organisations can offer ASA qualifications.

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

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 ASA 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 an ASA 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 Award in Coaching Aquatic Pre-fundamentals (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

If not already approved, accredited centres will need to gain qualification approval to offer the ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF) . All the relevant information is available in: [Providing ASA qualifications - A Guide to Approved Centre and Qualification Approval](#).

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 tutors delivering this qualification should:

- Have the appropriate occupational expertise and be technically knowledgeable at Level 2 or above in the pre-fundamentals environment
- Hold a relevant teaching qualification e.g. PGCE, Level 3/4, Certificate in Teaching in the Lifelong Learning Sector (QCF), Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF), NVQ in Learning and Development or other teaching qualifications as per the SVUK tariff
- Have up-to-date working knowledge and experience of best practice in Learn to Swim environment
- Have excellent inter-personal skills and
- Be able to communicate effectively with learners.

Tutors (including assessment function)

The role of the tutor is to plan and deliver an appropriate learning programme of activities that prepare learners for assessment. Tutors that meet the above criteria will also be able to conduct assessments of the units awarded by the ASA AB; therefore, tutors may also be assessors.

Assessors

Observations of teachers delivering their pre-fundamental aquatic sessions in a Learn to Swim 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 ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF) qualification are required to meet the above criteria. For further information [click here](#) for the ASA AB Assessment Guide.

Assessors should hold one of the following assessor qualifications:

- Level 3 Certificate in Assessing Vocational Achievement (QCF) or
- Equivalent qualifications such as the A1/2 or D32/33 qualifications

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 or assess this qualification. Those wishing to become a tutor/assessor will need to contact tutortraining@swimming.org for further information about the process.

All tutors and assessors must hold a valid ASA Tutor Licence.

Internal Verifiers

The role of the Internal Verifier (IV) is to monitor the assessments ensuring accuracy and consistency of activities and assessment decisions; and, the IV can also provide support and guidance to assessors. Individuals internally verifying the ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF) qualification are required to meet the following specific criteria for the role:

- Be a holder of an appropriate verifiers qualification (D34, V1 or L4 IQA qualification [2010 onwards])
- Have current experience of conducting internal quality assurance procedures

Note: Internal verifiers cannot quality assure their own assessments.

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

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

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, and that 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 training room should have good use of natural light, 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.

Practical facilities

The pool facility required for delivery of the practical sessions of this qualification should meet the pool characteristics as defined in the document **Centre Resources**. Any variation in the minimum depths stated must be clearly stated and the ASA AB must be informed accordingly. Where the minimum stated depth is not available this should be discussed with the ASA AB.

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 ABs administrative procedures for this qualification are provided in '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.

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 course tutor, assessor and internally verified (externally verified prior to first certification claim, selected for sampling or following 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 Award in Coaching Aquatic Pre-fundamentals (QCF) . The qualification title, along with the QCF qualification accreditation number and unit titles will appear on the certificates. Learners will need to be made aware of this when they are recruited by the centre and registered with the ASA AB.

Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)

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 may 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 tutor that they meet the learning outcomes and 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 or whole only, partial completion of a unit or units cannot and will not be accepted nor credited.

Credit Accumulation and Transfer (CAT)

Credit Accumulation and Transfer (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)

To apply, learners should complete the CAT Application Form, found on the ASA website, and submit this to the ASA Awarding Body along with a copy of the qualification and a processing fee as found on the Fees List.

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 Equality Act 2010 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 the learning programme meets the needs and capabilities of the learner and also the learning outcomes and assessment criteria of the qualification.

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

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.

Holistic assessment

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 quality assurance prior to being used.

Please note: All assessments must be completed and assessed within the learner's 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 centres 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 that it uses does not place undue administrative processes on centres and works to support centres in providing robust quality assurance processes.

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

1. External verification
2. Internal verification

External verification

There are two key purposes of external verification:

1. To ensure accurate assessment
2. To assess the effectiveness of the centres procedures to ensure that assessment is accurate (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 completed internal verification. The external verifier will then assess the effectiveness and accuracy of these and make a judgment. This judgment will either allow or block certification of ASA courses. Further sampling and visits may take place and the frequency and size of external verification sampling will depend on the quality of the sample received initially.

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 quality assurance team.

Requirements

Recruitment and access

The ASA are fully committed to effective equality and diversity and will ensure centres have policies and practices in order to further support this through the approval and centre review process.

Learners are enrolled on ASA qualifications through centres; the ASA requires that centres recruit with honour and integrity. The centre is required to carry out effective induction procedures to ensure the learner is enrolled onto the appropriate course for them.

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

In addition the ASA AB offers an annual training programme that supports all those involved in the delivery and assessment of ASA qualifications. This training programme is emailed to all centres on a regular basis and through the updates and circulars that are also distributed frequently. These can also be viewed on the [ASA website](#)

Contacts for support are:

Registrations and certification	Awarding Body	awardingbody@swimming.org
Approval visits/external verification	Quality Assurance	qualityassurance@swimming.org

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 the ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF) .

Introductory texts

Title:

Bainbridge, M, Baulch, P, Bell, A, Dougal, M and Way, V (2004) Make a splash! Water Activities for Adult and Child. ASA Merchandising, ISBN 0-900000-00-0

Meredith, S (2010) Teach your child to swim. Usborne Publishing; New edition, ISBN-10: 1409527700

Sheridan, M, Sharma, A, Cockerill, H (2007) From Birth to Five Years: Children's Developmental Progress. Routledge; 3 edition, ISBN-10: 9780415423656

Learn to Swim Games Resource (formerly NPTS Games Resource) a pack of 70 laminated games cards to assist with LTS delivery, an introduction on how to use the pack and a CD ROM of the games

Creegan, A and Noble, J (2009) Swimming Games and Activities: For Parents and Teachers. A & C Black Publishers Ltd; 3rd Revised edition, ISBN-10: 1408112817

Glossary

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

Abbreviation/term	Definition
AC/centre	Approved Centre or Centre
APL	Accreditation of Prior Learning now known as RPL
ASA AB	ASA Awarding Body
Assess	Consider information in order to make decisions
Compare	Examine the area/participants of focus highlighting similarities and differences
Credit	One credit is equates to ten notional hours of learning (QCF)
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
Document	A piece of written work that provides information or evidence
Evaluate	Assess the strengths and weaknesses to improve the effectiveness
GLH	Guided learning hours
Identify	Provide information in a brief uncomplicated form or produce a list
List	State or make a list of terms, words, statements or comments
Ofqual	Regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland
Outline	Identify the main features of something
QCF	Qualifications and Credit Framework
Refer	Point out, relate to
RPL	Recognition of Prior Learning (formerly APL)
Understand	Comprehend the meaning of a concept or idea

Qualification supporting material

ASA Level 2 Award in Coaching Aquatic Pre-fundamentals (QCF) Lesson observation form

Teachers name:		Assessor name:	
Region/venue:		Date:	
Class No.:	Pool temperature:	Session level/No:	
Criteria	Simulated	Work environment	Evidence
Did the teacher prepare the resources for a pre-fundamentals aquatics session?			
Did the teacher carry out any pre pool work with the carer and child?			
Has the teacher checked that the area is safe before participants arrive			
Has the teacher established working relationships with participants?			
Did the teacher ensure that both the carer and child were appropriately ready for the session?			
Did the teacher demonstrate safe entries and exits to all for the session?			
Did the teacher demonstrate: <ul style="list-style-type: none"> • The correct supports and holds during the session • The use of appropriate swimming aids and equipment? How did they do this?			
During the session, did the teacher show progression of skills appropriate to the development of a child? How did they do this?			
During the session, did the teacher show progression of skills appropriate enough to challenge a child? How did they do this?			

Criteria	Simulated	Work environment	Evidence
Did the teacher carry out any other activities to enhance core aquatic skills (e.g. games, songs, themes, sequences)?			
Did the teacher work with the carer in relation to their own ability?			
During the session was the teacher positioned correctly when showing demonstrations and new skills to both the carer and child?			
How did the teacher show that they followed safeguarding procedures in their session?			
Did the teacher summarise the session to the participants and prepare them for the next session?			
Did the teacher debrief the participants at the end of the session?			
Did the participants feedback to the teacher about the session?			
Has the teacher completed a self evaluation?			

Feedback/development points

Outcome (please circle):	PASS	REFER
Teacher signature:		Date:
Assessor signature:		
Internal verifier signature:		



