

ASA LEVEL

2

Teaching Swimming

(QAN): 603/2574/4

Qualification Summary Specification



Welcome to the ASA Level 2 Teaching Swimming qualification specification

About the ASA Awarding Body

The ASA Awarding Body (ASA AB) is recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual) and Qualification Wales, to offer and certificate vocational qualifications, across a range of subjects including all aquatic disciplines. Providing progression from level 1 to level 3, the ASA AB ensures learners have been assessed fairly and accurately and that certification is secure.

The ASA AB has been producing qualifications for Swimming Teachers for over 30 years. During this time the requirements to be a successful Swimming Teacher have changed and developed and we are delighted to introduce this specification. We have worked with key partners, consulted widely and trialled this qualification to ensure it is fit for purpose for the learner and the swimming industry.

Every year the qualification is reviewed and if any changes are required to continue to meet the needs of learners and the swimming industry the specification will be updated on line. Centres will be informed when an update has occurred.

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About the qualification

Qualification title	ASA Level 2 Teaching Swimming
Qualification number	603/2574/4
Level	2
Total Qualification Time (TQT)	63 hours (of which 55 are Guided Learning Hours (GLH))
Registration period	12 months
Operational start date	1 st November 2017

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Publication

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ASA/ST2/V1

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Outline of the qualification

The ASA Level 2 Teaching Swimming qualification is a practical qualification, which develops the knowledge, skills and abilities needed to be a Swimming Teacher.

This qualification builds on the knowledge, skills and abilities developed in the ASA Level 1 Swimming Assistant (Teaching) qualification. When achieved it ensures swimming teachers can effectively and independently plan, prepare, deliver, monitor and evaluate a series of swimming teaching lessons.

The delivery of the qualification is flexible with approved centres able to choose the timing and methods of delivery. The assessment of the qualification uses ASA AB materials or those that have been approved by ASA AB to ensure consistency. All aspects of the qualification are compulsory.

This qualification is made up of a series of learning outcomes and assessment criteria. Assessment is through the completion of a series of tasks set by the ASA AB. The accuracy of assessment is verified using ASA AB quality assurance procedures.

Learner entry requirements

Learners must be at least 16 years of age at the point of registration of this qualification. They must also hold an ASA Level 1 Swimming Assistant (Teaching) or an equivalent ASA qualification certificated after 1994.

Safeguarding

Learners under the age of 18 are able to register on this qualification so approved centres and all staff must be aware of safeguarding policies and procedures ensuring these are fully implemented. For further information please refer to Keeping Children Safe in Education and any subsequent additions.

CIMSPA Professional Standard Swimming Teacher – Endorsement

This qualification has been endorsed as meeting the requirements of the professional standard for the role of Swimming Teacher. Holders of this qualification are eligible for CIMSPA affiliate membership.

CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) have led the creation of the professional standard for a swimming teacher. The professional standard outlines the role and scope of a swimming teacher and the essential knowledge and skills that are needed to meet the sector minimum deployment standards.

The swimming teacher standard sits in the sport and physical activity sector as part of the leisure operations industry.

The agreed industry prerequisite to become a swimming teacher is to have achieved a CIMSPA endorsed educational product that fully meets the standard.

The ASA Level 2 Teaching Swimming qualification is the first qualification to be endorsed against CIMSPA's Swimming Teacher Professional Standard.



Learning programme and delivery

The ASA Level 2 Teaching Swimming qualification is approximately **63 hours**. If a learner has significant experience in relevant aspects of the qualification then these hours may be less and again there may be learners who require more time. This should be determined by the approved centre prior to the start of the course.

Only **approved centres** can deliver ASA AB qualifications and to become approved, centres have to meet and maintain a series of monitored criteria. “A Guide to Centre and Qualification Approval” offers step by step advice on this process. The ASA AB does not stipulate how approved centres should deliver this qualification. It is at the centre’s discretion and as long as the requirements of the qualification are met, centres have the flexibility to deliver in whatever way they deem appropriate to meet the needs of the learners.

Approved centres are responsible for the **recruitment of learners** and they must ensure that appropriate information and advice about the qualification is offered so that the learner has realistic expectations and is likely to achieve.

Learners should complete an **initial assessment** prior to starting their learning programme. This ensures that any prior learning can be recognised, any support needs identified and that the aspirations of the learner are understood.

Some learners may already have the knowledge, skills and abilities to achieve the qualification from their previous experiences. The extent of their knowledge, skills and abilities should be ascertained by the approved centre during enrolment. The learner may progress straight to assessment and does not have to complete a course of learning. It is imperative that the assessment takes place as stated in this specification to ensure accurate certification. This process is known as the **recognition of prior learning**. The **ASA AB Recognition of Prior Learning Policy** must be followed.

Learners should also receive an **induction** to identify expectations as well as ensure understanding of any safeguarding and health and safety requirements. The **learning programme and delivery** should ensure learners have the opportunity to practise their delivery skills and put the learning from the programme into practice.

During the learning programme the tutor is encouraged to develop the **mathematical** and **English** skills of learners through naturally occurring opportunities. Though there is no assessment of these skills, opportunities are likely to arise to further challenge learners.

The qualification is designed to prepare the learner for **employment**. Special attention should be paid to skills such as professional behaviour, appearance and language and tutors should encourage high standards and expectations at all times.

Assessment

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to achieve the learning outcomes and assessment criteria.

To achieve this qualification:

- **All** assessment criteria must be achieved
- **All** evidence produced by the learner must be their own

The majority of assessment criteria in this qualification is practical based.

Grading

This qualification is not **graded**. Learners will either meet the requirements and pass or will not meet the requirements and be referred. Where learners do not meet the requirements, they should be supported in developing an individual action plan. In this situation, **further assessment opportunities** will be provided to allow them to successfully meet the requirements within the registration period.

Reasonable Adjustments and Special Considerations

The ASA AB is committed to improving access to ASA AB qualifications for learners with disabilities and other needs, without compromising the assessment. Further details are provided in the **Reasonable Adjustments** and **Special Considerations** Policy, which can be found on the ASA AB website.

Appeals

Approved centres must have an appeal policy. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. In the first instance, learners should contact the approved centre and follow their appeals policy. If learners remain dissatisfied with the outcomes, they should contact the ASA AB.

Quality assurance

The ASA AB implements a series of quality assurance procedures to ensure that ASA AB qualifications are reliable, valid and fit for purpose. This includes initial centre approval and review, qualification approval, internal and external verification. The following ASA AB documents provide further information and can be found on the ASA AB website:

- ASA AB Internal Verification Guide
- ASA AB External Verification Guide
- ASA AB Centre Approval Guide
- ASA AB Assessment Guide

All ASA AB Qualifications are reviewed annually and any modifications will be communicated through Approved Centre updates on the ASA AB website.

Resources

Approved centres are responsible for ensuring learning takes place in a safe and effective environment.

Legal requirements

- Ensuring the learning environment is safe for all learners and that risk assessments are in place and health and safety is responsibly managed
- Ensuring that all aspects of the Data Protection Act are met and that confidentiality is maintained as required
- Ensuring that learners are able to progress in a respectful environment free from bullying and harassment
- Ensuring that all safeguarding requirements are met.

Participant (Swimmer) requirements

- Participants will be needed in order to effectively assess the practical aspects of the qualification.
- The recommended teacher to swimmer ratios should not be exceeded.
- Participants should be at stages 1-7 of the Swim England Learn to Swim framework or a recognised equivalent.

Pool characteristics

- The pool characteristics must be appropriate to offer safe and effective teaching, learning and assessment at the required level.

Support materials

- There are many available resources to support learning including books, online materials and forums. Approved Centres should advise individual learners which resources support their development at that time.

Workforce

In order to deliver, assess and quality assure this qualification, it is important for approved centres to have appropriately experienced and qualified staff. These include tutors, assessors and internal verifiers.

The **tutor/assessor** delivering the ASA Level 2 Teaching Swimming qualification must hold a current Swim England Educator licence. The requirements of this can be found <http://www.swimming.org/asaeducators/asa-educator-licence-applications-and-renewals/>.

Anyone wishing to become a tutor will need to contact workforcesupport@swimming.org for further information about the process.

The role of the **tutor** is to plan and deliver an appropriate learning programme of activities that develops the learners' skills, knowledge and understanding of being an effective Swimming Teacher. The tutor must allow learners to apply their knowledge through practical application and finally prepare them appropriately for assessment.

The Approved Centre running the course may choose to invite a **guest speaker** to deliver a specific element of the qualification where they have expertise knowledge. The guest speaker should be supervised at all times when with learners. Presenters should not be involved in the assessment of learners.

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 may only assess learners in their acknowledged area of technical and occupational expertise. Assessed observations of learners delivering a swimming teaching lesson must be conducted by the assessor.

The same person can be both the tutor and assessor as long as they meet the stated requirements.

The role of the **internal verifier** is to monitor the validity and reliability of assessment. The internal verifier should also provide support and guidance to assessors. Internal verifiers must have experience of conducting internal quality assurance procedures. Internal verifiers cannot quality assure their own assessments.

Progression

On completion of this qualification, learners will have achieved the minimum recognised standards of competency to be a Swimming Teacher and can progress their career in a number of settings including private swim schools, local authority leisure centres, local aquatic clubs and youth and community groups.

Learners may also be able to take further qualifications or certificates within the swimming sector such as those related to coaching, either swimming or other aquatics sports, and/or progress onto co-ordination and management qualifications either within sport and leisure or outside of this. These could include the following qualification or CPD's:

- ASA Level 2 Award in Coaching Aquatic Pre Fundamentals (QCF)

Qualification withdrawal

In the unlikely event that the ASA AB withdraws this qualification before its intended date of review, six months' notice of withdrawal will be given to approved centres. This will enable all learners to complete their qualification appropriately.

Equal opportunities

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

Credits

The ASA AB worked in partnership with key partners during the production of this specification. This included approved centres, employers, current and potential learners, swimming and educational experts. In particular thanks go to:

Carolyn Dawe, Nick Farmer, Adam Goymer, Sam Greasly, Sarah Green, Julie Gibson, Steve Ingle, Penny John Pearse, Kirsten Quinn, Simon Stevens, John Vernon.

ASA Level 2 Teaching Swimming Qualification

The qualification includes four key sections:

- Learning outcomes
- Assessment criteria (detailed in the full specification)
- Key learning content (detailed in the full specification)
- Assessment materials (detailed in the full specification)

Learning outcomes are statements that broadly describe what a learner will know about, understand or be able to do as a result of learning.

Assessment criteria are more specific than the learning outcome and details what a learner must do in order to meet these learning outcomes. These criteria have a command verb (listed in the glossary of terms) or a level descriptor that defines the level of difficulty as well as the specific content that the command verb or level descriptor must be applied to.

Key learning content details the specific content that must be taught, learnt and assessed. It must be included in the learner evidence in order to achieve the assessment criteria. It may also include suggestions and examples for inclusion. These examples or suggestions will be clearly stated to ensure clarity.

The assessment materials are how the learning outcomes, assessment criteria and key learning content will be assessed. These materials are set by the ASA AB with links to the required documents. These documents must be used.

If an approved centre would like to deviate from these as a result of reasonable adjustments or special considerations the ASA AB Reasonable Adjustments and Special Considerations Policy must be followed.



ASA Level 2 Teaching Swimming	
Learning Outcomes	Content covering
1. Understand the legal and personal safety requirements of teaching swimming	Legal requirements Personal safety Teaching from the poolside
2. Know the responsibilities of a Swimming Teacher	Responsibilities of a Swimming Teacher
3. Understand the role of the Swimming Teacher in promoting aquatics	Athlete Development Support Pathway in swimming The importance of the FUNdamentals stage of the Athlete Development Support Pathway Lifelong participation in aquatics swimming related products and services
4. Understand the scientific principles in swimming	scientific principles on participants in the water
5. Know the skills and strokes needed in swimming	Core Aquatic Skills Key features of the component parts of the four swimming strokes
6. Understand the types of equipment used for swimming lessons	Types of equipment

7. Be able to plan for swimming teaching	Producing six swimming lesson plans for different levels of ability Producing two overviews for a series of lessons
8. Know about national curriculum swimming lessons	Outcomes of national curriculum for swimming How school swimming lessons differ to learn to swim lessons
9. Be able to teach swimming lessons	Deliver six planned lessons to groups at different levels of ability
10. Be able to demonstrate lesson management skills	Appropriate regard for safety including safeguarding Appropriate behaviour management skills Appropriate time management skills Directing and supervising Swimming Assistant's
11. Be able to demonstrate communication skills and customer service within the swimming teaching environment	Verbal and non-verbal communication with participants Verbal and non-verbal communication with Swimming Assistant's Verbal and non-verbal communication with responsible adults

12. Be able to use a variety of appropriate teaching methods to meet participant needs	Needs of different participants Teaching methods Organisational methods
13. Be able to develop participants core aquatic skills and swimming strokes	Core Aquatic Skills Swimming strokes Progressive practices / activities Adaptations Common faults Correction methods
14. Be able to demonstrate motivational techniques	Motivational techniques
15. Understand participant assessment	How to assess participants
16. Be able to assess participants	Carry out participant assessment
17. Be able to evaluate own performance	Self-evaluation
18. Be able to plan for professional development	Action plan

