

ASA LEVEL

2

**Extended diploma in coaching
learn to swim
(Pre fundamentals) (QCF)**

(QAN): 600/5001/9

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 we are recognised and regulated by the Office of 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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ASA/Level 2EDCLSP/2012/V2
First published in 2014

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SECTION 1 - About this publication

Welcome to the qualification specification for the ASA Level 2 Extended Diploma in Coaching Learn to Swim (Pre Fundamentals) (QCF)

Awarded by the ASA AB, this qualification provides learners with the skills to coach within a Coaching Learn to Swim (Pre Fundamentals) environment; typically to children 0-4 years old with support from an adult in the water.

Divided into five sections, this specification has been designed for ASAAB Approved Centres to provide essential information needed to offer the qualification.

About the qualification

This section will provide information to help centres to understand the qualification in terms of its structure and content.

Learner information

This section outlines the registration process and progression opportunities.

Centre requirements

This section outlines the requirements a centre must meet and adhere to in order to deliver this qualification. It also provides information for the delivery and assessment of the qualification and 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 additional guidance to help support centres with effective delivery and assessment of this qualification.

Overview of the Qualification

Qualification title:	ASA Level 2 Extended Diploma in Coaching Learn to Swim (Pre Fundamentals) (QCF)
Qualification accreditation number (QAN):	600/5001/9
Total number of credits:	42
Guided learning hours (GLH):	341
Award level:	2

Operational start date: 01 April 2012

Review date: 28 February 2015

The learner must achieve a total of 42 credits from all 14 mandatory units.

Qualification objective

The ASA Level 2 Extended Diploma Coaching Learn to Swim (Pre Fundamentals) (QCF) is a vocational qualification. A vocational qualification offers a practical learning programme, challenges the learner and provides them with the skills and confidence needed to contribute to a specific role in the workplace.

This qualification will provide the learner with an understanding of the necessary knowledge, skills and abilities to be an effective coach in the Learn to Swim (Pre Fundamentals) environment. The qualification is recommended for learners who:

- would like to specialise in Pre Fundamentals environment coaching children 0-4 years old with support from an adult in the water
- Are seeking career progression in their area of work
- Who have been recommended by Water Babies to achieve this qualification

Assessment

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

Learner entry requirements

Learners must be holders of ASA Level 1 Award in Teaching Aquatics (QCF) or equivalent have experience of teaching and coaching in aquatic environment. All learners are required to be 17 years of age or over to register for this qualification and must be associated with a recognised Water Babies franchise.

Structure of the qualification

Units, credits and levels

The ASA Level 2 Extended Diploma in Coaching Learn to Swim (Pre Fundamentals) (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
213PFD	Unit 1: Principles of child development in the foundation stages of aquatics	L/503/8219	2	2
214PFD	Unit 2: Understanding how to plan for Adult and Child aquatic sessions	L/503/7023	2	2
215PFD	Unit 3: Supporting innovative delivery in Adult and Child aquatic sessions	R/503/7024	2	2
AV9	Child Protection	L/505/5005	2	3
AV5	Giving and Receiving Feedback	J/502/5761	3	2
AV6	Pool Lifeguarding	J/503/5352	2	5

These units enable learners to:

- Develop confidence, communication and inter personal skills
- Identify the principles of pre fundamentals 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 (pre fundamentals)
- Reflect on their own previous or current levels of experience, practice and skills, and areas for development

Note: The units in this extended diploma also form part of the ASA Level 2 Certificate in Teaching Aquatics (QCF) qualification some learners may complete units 201, 202, 203.1 and 204 prior to registering on this programme.



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 14 units of this qualification.

Grading

There is no grading structure 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: The purpose of this unit is to enable the learner to understand the fundamentals of the coaching process from the role of the coach to the coaching process. It also develops the learners understanding of learning styles and behavioural management, as well as the need for reflection after teaching / coaching a session.

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 may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

Unit 202**Unit Title:** Understanding how to develop participants through coaching sport**Reference Number:** Y/601/2104**Credit value:** 2**GLH:** 12

Unit aims: The purpose of this unit is to enable the learner to understand the principals of planning coaching activities. This will also enable the learner to understand the principles of skill development, identifying how the different stages of development may impact on a coaching session. This unit also investigates the principals of evaluating coaching sessions.

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 may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

Unit 203.1

Unit title: Understanding the fundamentals of child development in aquatics

Reference number: D/504/8463

Credit value: 2

GLH: 16

Unit aim: The purpose of this unit is to enable the learner to understand the basic principles of child development. It will also cover the principles of the Learn to Swim framework, allowing the learner to understand each of the stages within the framework

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 fundamentals 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 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: <ul style="list-style-type: none">• 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 may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

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: The purpose of this unit is to enable the learner to understand how to ensure the safety of participants during a teaching / coaching session, taking into account effective planning of sessions and checking the safe functionality of equipment. This unit also covers equitable coaching.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand how to ensure participant(s)' safety during sport-specific coaching sessions	<p>1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition</p> <p>1.2 Explain how to plan for contingencies to coaching sessions as a result of external influences</p> <p>1.3 Explain how to implement contingencies to coaching sessions as a result of external influences</p> <p>1.4 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)</p> <p>1.5 Describe the coach's duty of care responsibilities for participant(s), including children</p> <p>1.6 Describe the following requirements for ensuring the protection of children from abuse:</p> <ul style="list-style-type: none">• legal requirements• sport-specific requirements <p>1.7 Describe the insurance requirements on a coach operating in a coaching environment</p>
2 Understand how to ensure equitable coaching of sport-specific activities	<p>2.1 Describe the following requirements impacting on equitable coaching:</p> <ul style="list-style-type: none">• legal requirements• sport-specific requirements <p>2.2 Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour</p> <p>2.3 Describe methods to minimise barriers to participant development</p> <p>2.4 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations</p> <p>2.5 Describe the nature of impairments and how their implications may affect aspects of the coaching process</p>

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

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 may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

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	1.1 Identify resources needed for the coaching session 1.2 Ensure resources meet national requirements 1.3 Handle equipment safely 1.4 Organise the resources appropriate to participant(s) and planned sessions 1.5 Ensure the Learn to Swim coaching environment is safe, appropriate and conducive to learning for all participants 1.6 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	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 place 2.3 Check any participant medical conditions or other special needs 2.4 Identify possible hazards 2.5 Assess the likelihood and severity of the harm that hazards might cause 2.6 Identify how to minimise these risks 2.7 Identify and comply with normal operating and emergency procedures for the coaching environment 2.8 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	3.1 Establish effective rapport with participant(s) and others involved in the coaching sessions 3.2 Communicate effectively with participant(s) and others involved in the coaching sessions 3.3 Give participant(s) and other people time, attention and support relevant to their needs 3.4 Demonstrate active listening skills 3.5 Manage any conflict that occurs 3.6 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

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| | <ul style="list-style-type: none">4.4 Follow relevant procedures for protecting self from potential accusations4.5 Identify possible signs of abuse4.6 Identify, record and report any concerns about the welfare of children and vulnerable adults4.7 Maintain confidentiality as appropriate |
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Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

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	1.1 Meet the participant(s) punctually 1.2 Ensure the participant(s) feel welcome and at ease 1.3 Record attendance at the session 1.4 Ensure participants are at a level of experience, ability and physical readiness to participate safely 1.5 Ensure participant(s) have the correct equipment and clothing to participate 1.6 Establish behaviour rules for the session 1.7 Deliver warm-up activities appropriate to the session and participant(s) 1.8 Ensure participant(s) understand the importance of warming up 1.9 Assess participant(s) performance 1.10 Revise plans for the session if necessary 1.11 Ensure participant(s) understand and agree with the goals for the session
2 Be able to deliver learn to swim coaching sessions	2.1 Provide participant(s) with clear information about the activities and how they support participant(s) goals 2.2 Ensure activities maximise participant(s) learning 2.3 Provide technically correct explanations and demonstrations appropriate to participant(s) needs and level of experience 2.4 Motivate participant(s) appropriate to their needs and in line with accepted good practice 2.5 Ensure activities provide a level of challenge appropriate to participant(s) needs and level of experience 2.6 Ensure all participant(s) have the opportunity to take part in activities 2.7 Carry out emergency procedures when necessary
3 Be able to develop participant(s) performance during learn to swim coaching sessions	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

	<p>3.8 Adapt the session to respond to new learning opportunities that may occur</p> <p>3.9 Provide opportunities for participant(s) to reflect on their learning and apply their reflections to their performance</p> <p>3.10 Encourage participant(s) to take responsibility for their own learning</p> <p>3.11 Use a clear session structure to develop participant(s) performance</p>
<p>4 Be able to conclude learn to swim coaching sessions</p>	<p>4.1 Ensure there is sufficient time to conclude the session</p> <p>4.2 Encourage participant(s) to provide feedback and identify further needs</p> <p>4.3 Provide participant(s) with feedback on their performance relating to their goals</p> <p>4.4 Deliver cool down activities appropriate to the session and participant(s)</p> <p>4.5 Ensure participant(s) understand the importance of cooling down</p> <p>4.6 Provide participant(s) with information relating to future sessions and any actions to be taken before the next session</p> <p>4.7 Ensure participant(s) depart from the session safely</p> <p>4.8 Follow procedures for checking and dealing with equipment used</p> <p>4.9 Ensure the coaching environment is left in a condition suitable for future use</p>

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

Unit 212LTS**Unit title:** Monitor and evaluate Learn to Swim coaching sessions**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	1.1 Carry out participant evaluations according to the session evaluation plan 1.2 Ensure participant(s) are involved in the evaluation process 1.3 Review participant(s) performance 1.4 Measure participant(s) progress against planned goals 1.5 Communicate evaluation with participant(s) 1.6 Agree with participant(s) how to progress or adapt their goals 1.7 Ensure participant evaluations are recorded for future reference
2 Be able to evaluate Learn to Swim coaching sessions	2.1 Carry out session evaluations according to the session evaluation plan 2.2 Review all aspects of the planning and delivery of the session 2.3 Use feedback from participant(s) and other people involved in the session to evaluate the session 2.4 Identify how the outcomes and feedback met the goals of the session 2.5 Identify the effectiveness of the activities within the session 2.6 Identify the effectiveness of own management of the session, including health, safety and welfare issues 2.7 Identify how future sessions could be improved 2.8 Discuss evaluations with an appropriate colleague for additional feedback 2.9 Ensure session evaluations are recorded for future reference
3 Be able to evaluate and improve personal Learn to Swim coaching practice	3.1 Review evaluations of previous sessions and feedback from relevant colleagues 3.2 Ensure own knowledge is up-to-date with current developments in Learn to Swim 3.3 Ensure own knowledge is up-to-date with current developments in coaching practice 3.4 Identify areas for development in own Learn to Swim coaching practice 3.5 Produce a personal action plan to develop own Learn to Swim coaching practice 3.6 Take part in development activities identified in personal action plan 3.7 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 may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

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:

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.

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

Unit 214PFD**Unit title:** Unit 2: Understanding how to plan for Adult and Child aquatic sessions**Reference number:** L/503/7023**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 ASA Foundation Framework (or equivalent Learn to Swim scheme)	1.1 Identify the key outcomes of the ASA Foundation Framework (or equivalent Learn to Swim scheme) 1.2 Identify how the ASA Foundation Framework (or equivalent Learn to Swim scheme) relates to Adult and Child aquatic sessions 1.3 Describe exit links from Water Babies programmes to the ASA 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 and rewards when work with child in foundation stage development 2.2 Describe the appropriate use of rewards with children in foundation stage development 2.3 Evaluate the integration of rewards when planning a scheme of work for children in foundation stage development 2.4 Identify the appropriate use of reward 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 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:

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.

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

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 aim:** 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.

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 may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

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 may be generated through a variety of assessment methods inclusive of, but not limited to questioning (written and / or oral), professional discussion, assignments or through practical observation.

Unit AV6

Unit title: Pool Lifeguarding

Reference number: J/503/5352

Credit value: 5

GLH: 40

Unit aim: This unit will provide learners with the knowledge, understanding and skills in relation to preparing and supervising a swimming pool environment and for them to deal with a range of pool emergencies.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Know the requirements for health and safety in a swimming pool environment	<p>1.1 Identify the legal requirements covering the operation and maintenance of swimming pools</p> <p>1.2 Explain the term 'duty of care' in the context of swimming pool safety</p> <p>1.3 Identify the health and safety national guidance covering the operation and maintenance of swimming pools</p> <p>1.4 Summarise the implications of legislation and guidance for the work of a pool lifeguard</p> <p>1.5 Describe what may happen if employers and employees do not follow legal requirements and guidance for safety in swimming pools</p> <p>1.6 Describe an active leisure organisation's pool safety operating plan</p>
2 Know how to prepare a swimming pool environment	<p>2.1 Explain what is meant by the term 'hazard' in a swimming pool</p> <p>2.2 Give examples of the types of health, safety and hygiene hazards to customers and staff that may occur in swimming pool environments, to include:</p> <ul style="list-style-type: none">• conventional pools• free form pools• diving pits• water features• play equipment• pool surrounds <p>2.3 Describe how a lifeguard should check for and deal with the range of health, safety and hygiene hazards when preparing a swimming pool environment for use</p> <p>2.4 Describe the range of emergency equipment that is used in swimming pools and the purpose of each type of equipment</p>
3 Know about supervising a swimming pool environment	<p>3.1 Describe the lifeguard's responsibilities for monitoring the swimming pool environment</p> <p>3.2 Describe different methods of supervising a pool environment and appropriate staffing levels, including the following:</p> <ul style="list-style-type: none">• casual session• teaching session• school session• play session• diving board/platform session• competitive session• private hire <p>3.3 Describe rules of behaviour for a swimming pool environment and the reasons for these rules</p> <p>3.4 Explain how to deal with situations where rules of behaviour are not followed</p>

	<p>3.5 Describe the types of needs that customers may have in a swimming pool environment and how to respond to these needs</p> <p>3.6 Describe different methods of communicating with customers in a swimming pool environment and how to choose methods appropriate to the customer and situation</p>
4 Know about responding to pool emergencies	<p>4.1 Describe an active leisure organisation's emergency action plan for a swimming pool</p> <p>4.2 Identify the range of different emergency situations that may arise in a swimming pool and the lifeguard's responses to each of these</p> <p>4.3 Describe cardio-pulmonary resuscitation techniques and when these should be used</p> <p>4.4 Describe how to recognise casualties, including the symptoms of medical conditions that may cause difficulties to swimmers</p> <p>4.5 Describe the principles of rescue and manual handling of casualties</p> <p>4.6 Explain why it is important to follow an emergency action plan calmly and correctly</p> <p>4.7 Describe the information that must be reported concerning pool incidents and how this information should be reported</p>
5 Be able to maintain the safety of the swimming pool environment	<p>5.1 Prepare a swimming pool environment for safe use by customers, identifying and correcting a range of hazards</p> <p>5.2 Supervise a swimming pool environment, ensuring pool behaviour rules are followed and customer needs met</p> <p>5.3 Communicate effectively with customers using a range of methods</p>
6 Be able to respond to emergency situations in the swimming pool	<p>6.1 Follow a pool emergency action plan to respond to the following types of pool emergencies:</p> <ul style="list-style-type: none"> • drowning • conscious customers in difficulties • injured customers • unconscious customers • multiple casualties • customers with spinal injuries <p>6.2 Demonstrate use of poolside rescue equipment and safe manual handling of customers</p> <p>6.3 Demonstrate methods of casualty recovery, including contact rescue in shallow and deep water where the casualty is on the surface and bottom of the deepest part of the pool</p> <p>6.4 Demonstrate cardio-pulmonary resuscitation techniques as appropriate to:</p> <ul style="list-style-type: none"> • adult sudden collapse • adult drowning • suspected spinal injuries • children/infants

Assessment:

Assessment of this unit must comply with the requirements of paragraph 151 - 167 of the Health and Safety Executive publication: HSG 179 Managing Health and Safety in Swimming Pools.

Learning outcomes 1 - 4 can be assessed by oral and written questions and/or projects and assignments

Learning outcomes 5 and 6 should be assessed by practical activities that allow the learner to demonstrate their skills in maintaining the safety of a swimming pool environment and responding to emergency situations. Realistic simulations are allowed.

Practical syllabus

Practical Skills	Components
Demonstrate appropriate warm up and recovery methods within adult and child sessions	*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 skill acquisition: *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: Entries *steps <input type="checkbox"/> *sitting <input type="checkbox"/> * jumping <input type="checkbox"/> with and without assistance <input type="checkbox"/> Exits *steps <input type="checkbox"/> *climbing out <input type="checkbox"/> * with and 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: Prone support holds *extended arm position <input type="checkbox"/> *side swim position <input type="checkbox"/> * chest support position <input type="checkbox"/> *arm support position <input type="checkbox"/> Supine support holds *one hand hold <input type="checkbox"/> *two handed hold <input type="checkbox"/> * cheek to cheek support <input type="checkbox"/> *inverted swim position <input type="checkbox"/> *Holding hands position <input type="checkbox"/> supports using equipment <input type="checkbox"/>
Demonstrate use of swimming aids	Teach sessions incorporating at least three of the following swimming aids and equipment : *floats <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	Teach sessions demonstrating the recreational activities, games and

<p>games and songs for child and adult</p>	<p>experiential learning to incorporate any of the following::</p> <ul style="list-style-type: none"> *fun *games *songs *nursery rhymes *themes *sequences *guided discovery <div style="float: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<p>Demonstrate ways of organising groups which reflects the environment and child's ability.</p>	<p>Teach sessions that cover two of the following organisational methods:</p> <ul style="list-style-type: none"> *working with groups of adults and children *working with two or three groups of adults with children of varying abilities *random spacing <div style="float: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<p>Demonstrate ways of utilising help and support by way of an assistant or Adult</p>	<p>Teach sessions with the help of an assistant using the following methods:</p> <ul style="list-style-type: none"> *allocation of tasks *monitoring performance *evaluating performance *mentoring <div style="float: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<p>Demonstrate ways of effectively communicating during sessions,</p>	<p>Teacher needs to show methods of effective communication within the context of adult and child water activities using the following methods:</p> <ul style="list-style-type: none"> *communication to the child through the adult *visual *verbal *one to one *part group situation *whole group situation <div style="float: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<p>Demonstrate progressive practices within adult and child sessions</p>	<p>Teacher is to demonstrate that they can progress their sessions to the point of phasing out the adult and pre-school sessions :</p> <ul style="list-style-type: none"> *progression of adult and child water activities to independence <div style="float: right;"> <input type="checkbox"/> </div>

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.

Recruitment

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

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

Progression

On completion of this qualification, there are a number of progression opportunities available to learners. They can:

- Work as a support teacher in an appropriate environment to develop their experience and knowledge within teaching aquatics (pre fundamentals)
- Register onto the ASA Level 2 Certificate in Teaching Aquatics (QCF)
- Pursue another ASA Level 1 qualification in another discipline
- Attend additional training opportunities as detailed within the ASA continuous professional development (CPD) directory to ensure knowledge and skills remain current.

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 ASA Awarding Body Approved Centres (centres).

Organisations without ASA Awarding Body 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 a centre 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 Extended Diploma in Coaching Learn to Swim (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 form for centre and qualification approval are available for download from the ASA website: [Providing ASA qualifications - A Guide to Approved Centre 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 Extended Diploma in Coaching Learn to Swim (Pre Fundamentals) (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.

Centre requirements

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. Therefore centres need to ensure they 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
- Have the appropriate occupational expertise and be technically knowledgeable in Learn to Swim (pre fundamentals) environment
- Hold Water Babies teaching qualification and Level 3 Extended Diploma in Coaching Learn to Swim (pre fundamentals) (QCF)
- 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 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 any of the following:

- Hold the ASA assessor licence
- Have the appropriate occupational expertise and be technically knowledgeable in Learn to Swim (pre fundamentals) environment
- Hold Water Babies teaching qualification and Level 3 Extended Diploma in Coaching Learn to Swim (pre fundamentals) (QCF)
- 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 quality ensuring accuracy and consistency of assessment materials and decisions. Additionally an internal verifier can also provide support and guidance to assist further development. Approved centres should ensure internal verifiers have the appropriate knowledge, skills and abilities to do this.

For further information contact the ASA AB to request a copy of our “Guide to Internal Verification”.

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.

Centre requirements

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 include:

- Flip charts (minimum of two) 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

Participant: learner ratio	Maximum 10 participants per learner
Participant ability	current Water Babies clients on the Water Babies programme

Pool characteristics

Depth: minimum depth graduated beach entry

Size: minimum pool size is 3m x 4.5m (in smaller hydrotherapy pools reduce the number of clients)

Temperature: minimum temperature is 29°C

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.

Centre Requirements

Qualification administration and process

Administration

Full details of the ASA AB's administrative procedures for this qualification are provided in '*Providing ASA Qualifications – Approved Centre Handbook*' which is provided upon application to become a centre. 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 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 during 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 Extended Diploma in Coaching Learn to Swim (Pre Fundamentals) (QCF). The qualification title, along with the QCF qualification accreditation number and unit titles will appear on the certificates.

Centre requirements

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 found on the ASA website 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.

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.



Delivering the qualification

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.

Delivering the qualification

Assessment

Summary of assessment requirements

The assessment requirements for this qualification were developed by the ASA in partnership with employers, training providers, awarding organisations 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.

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 assessment activities created by centres should be reliable and fit for purpose. They should be built on the assessment criteria and referenced accordingly. Assessment 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 centre's internal quality assurance procedures 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.

Delivering the qualification

Reassessment procedures

Where learners do not meet the requirements, they can be referred and supported in developing an individual action plan. In this situation, further assessment opportunities should be provided to the learner to allow them to meet the requirements.

Please note: opportunities for reassessment are only available within the learner 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 which should be available to all learners. If a learner appeals against the result of an assessment, they should in the first instance be directed to the centre's 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 centre's key contact and made available to the ASA AB or its nominated representative as and when required.

Delivering the qualification

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's 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.

Delivering the qualification

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 is 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, therefore you and your workforce should direct learners to any additional text they may find relevant to enhance their learning.

Introductory texts

Freedman F (2004) *Water Babies: Safe Starts in Swimming*, Southwater.

ISBN-10: 1842159860

Freedman F (2004) *Water Babies: Safe Starts in Swimming*, Southwater.

ISBN-10: 1842159860

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
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
ASAAB	ASA Awarding Body
Assess	Consider information in order to make decisions
Carry out	Put in effect 'carry out a task'
Check	To verify or establish something
Collect	To bring together, to gather information
Communicate	To convey information about, impart, make known
Compare	Examine the area/participants of focus highlighting similarities and differences
Credit	One credit is equates to ten notional hours of learning (QCF)
Define	To give form, or meaning to
Deliver	Provide something promised or expected
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
Evaluate	Assess the strengths and weaknesses to improve the effectiveness
Explain	Give reasons
Follow	Work through systematically
Get advice	Opinion about what should or could be done
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	To ascertain the dimensions, quantity or capacity of
Meet	To come upon by chance or arrangement
Motivate	To provide with an incentive, move to action
Observe	To watch and take note
Ofqual	Regulator of qualifications, examinations and assessments and vocational qualifications in England and Northern Ireland
Organise	Bring order and organisation to
Outline	Identify the main features of something
Prepare	To make things or oneself ready
Produce	To create, make, bring or find
Provide	Give, offer, create, bring or find
QCF	Qualifications and Credit Framework
Recommend	To advise
Record	Keep information together for others
Refer	Point out, relate to
Review	Produce a critical assessment
Revise	To reconsider and change or modify
RPL	Recognition of Prior Learning RPL (formerly APL)
Summarise	Give a brief statement of the main points of
Supervise	Observe and direct the work
Take part	Get involved in
Understand	Comprehend the meaning of a concept or idea
Use	Apply knowledge to demonstrate understanding