

ASA LEVEL

1

Swimming Assistant (Teaching)

(QAN): 601/8230/1

Qualification Specification

Welcome to the ASA Awarding Body Level 1 Swimming Assistant (Teaching) 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 Assistant (Teaching) 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 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 1 Swimming Assistant (Teaching)
Qualification number	601/8230/1
Level	1
Total Qualification Time (TQT)	30 hours (of which 26 are Guided Learning Hours (GLH))
Registration period	12 months
Operational start date	1 st January 2016

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Publication

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ASA/SAT1/V2

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Outline of the qualification

The ASA Level 1 Swimming Assistant (Teaching) qualification is a practical qualification, which develops the knowledge, skills and abilities needed to be a Swimming Assistant (Teaching).

The delivery of the qualification is flexible with approved centres able to choose the timing and methods of delivery. The assessment of the qualification is prescribed and all approved centres will use the same materials to ensure consistency. All aspects of the qualification are compulsory. The qualification must be delivered and assessed in English.

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 the assessment is verified using ASA AB quality assurance procedures.

Learner entry requirements

There are no formal entry requirements for this qualification and learners are not required to have any prior experience of teaching.

Learners must be at least 16 years of age at the point of registration of this qualification.

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 2015](#) and any subsequent additions.

Learning programme and delivery

The ASA Level 1 Swimming Assistant (Teaching) qualification is approximately **30 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 direct approved centres on how they should deliver this qualification. It is at the approved centres' 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.

It is recommended that learners 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** learning outcomes must be achieved
- **All** assessment criteria must be achieved
- **All** evidence produced by the learner must be their own, and in English.

Ensuring the **authenticity** of learner evidence is vital. All work completed for assessment must be the learner's own original work. Learners must sign to declare that the work they have produced for assessment is their own. Assessors should not assess work where learners have not declared authenticity. Assessors should check that the learner work is authentic.

The ASA AB produces resources to assess the qualification. It is **compulsory** to use these resources, which are issued by the ASA AB to the approved centre. Approved Centres are able to modify the format of these documents to support learner achievement. However the approved centre must ensure through their own internal verification procedures, the tasks are not changed.

Assessment is made up of a series of component parts

1. Theoretical questions
 - Please note these questions will change during the life of the qualification and be updated using the relevant hyperlink in the qualification specification
2. Observation record
3. Review record

These documents can only be accessed by using the hyperlinks in this qualification specification. This will ensure accuracy of the materials and maintenance of **standards over time**.

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.

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

Approved centres must have a policy for dealing with learners who wish to **appeal** against their assessment decisions. 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 published 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
- A Guide to ASA AB Centre and Qualification Approval

All ASA AB qualifications are reviewed annually and any modifications will be communicated through Approved Centre updates and 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.

Session requirements

- Swimmers will be required
- Swimmers should be at stages 1-7 of the Swim England Learn to Swim framework or equivalent
- The Swimming Assistant (Teaching) should not be left unsupervised with participants.

Pool characteristics

- The pool characteristics must be appropriate to offer safe and effective teaching, learning and assessment at the required level. Please refer to the ASA AB Facility Requirements document.

Other

- 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 1 Swimming Assistant (Teaching) must hold a current ASA tutor licence. The requirements of this can be found <http://www.swimming.org/asaeducators/asa-educator-license-applications-and-renewals/>.

Anyone wishing to become an ASA tutor/assessor 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 Assistant (Teaching). The tutor must allow learners to apply their knowledge through practical application and finally prepare them appropriately for assessment.

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 assisting swimming lessons 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.

Conflict of interest

All conflicts must be effectively managed by the approved centre, ensuring any direct or indirect conflict is identified with interventions if required. The ASA AB offer support where needed.

Dealing with malpractice

Approved centres must have a policy for dealing with potential malpractice. Where malpractice is suspected the approved centre malpractice policy must be followed. Further information, support and guidance can be obtained from the ASA AB.

Qualification progression

On completion of this qualification, learners will have achieved the minimum recognised standards of competency to be a Swimming Assistant (Teaching) 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 wish to progress to the ASA Level 2 Swimming Teacher. Learners may also be able to take further qualifications within the swimming, and/or progress onto leadership and management qualifications either within sport and leisure or outside of this. These could include the following qualifications and any subsequent updates:

- ASA Level 1 Award in Coaching Swimming (QCF)
- ASA Level 1 Award in Coaching Water Polo (QCF)
- ASA Level 1 Award in Coaching Synchronised Swimming (QCF)
- ASA Level 1 Award in Coaching Diving (QCF)

Qualification withdrawal

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

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 our 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:

Frances Gibbs, Julie Gibson, Sarah Green, Lorraine Hitchen, Steven Hurst, Steve Ingle, Ellie Purvis, Jenny Stafford-Brown, Simon Stevens, John Vernon and Nigel Wright.

ASA Level 1 Swimming Assistant (Teaching) Qualification

The qualification includes four key sections:

- Learning outcomes
- Assessment criteria
- Key learning content
- Assessment materials

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 1 Swimming Assistant (Teaching)

Learning Outcomes	Assessment Criteria	Key Learning Content	Assessment Materials
1. Know about the legal aspects of assisting in swimming lessons	1. Define legal aspects of assisting in swimming lessons	Legal aspects: <ul style="list-style-type: none"> • Safeguarding • Health and safety • Equality and diversity • Data protection 	Theoretical Questions
2. Know about the responsibilities of the Swimming Assistant (Teaching)	1. Identify the responsibilities of a Swimming Assistant (Teaching)	Responsibilities: <ul style="list-style-type: none"> • To report any safeguarding, health and safety, equality and diversity and data protection concerns to the named responsible person • To work under the supervision of the qualified Level 2 Swimming Teacher • To follow instructions of the qualified Level 2 Swimming Teacher • To look and behave professionally • To follow the Swim England's Code of Ethics 	

3. Know about the role of the Swimming Assistant (Teaching) in promoting swimming	1. Identify the key points of the Swim England's Vision for Swimming or equivalent	Key points of the Swim England's Vision for Swimming: <ul style="list-style-type: none"> • Every child learns to swim • More people swim regularly • More medals on the world stage 	Theoretical Questions
	2. Describe the Active Start and FUNDamentals stages of the Athlete Development Support Pathway or equivalent in swimming	Active Start: <ul style="list-style-type: none"> • Unstructured and structured free play • Introducing fundamental movement skills • General water confidence FUNDamentals: <ul style="list-style-type: none"> • Structured and fun • Developing fundamental movement skills • Participating in new sports • Introducing simple rules of sport Athlete Development Support Pathway: Swim England Athlete Development model or equivalent for swimming	
4. Know about fundamental movement skills	1. Outline the fundamental movement skills	Fundamental movement skills: <ul style="list-style-type: none"> • Agility, balance, coordination, speed (ABCs) • Running, jumping, throwing (RJT) • Kinaesthetics, gliding, buoyancy, striking with an object (KGBs) • Catching, passing, kicking, striking with part of the body (CPKs) 	

5. Know about the Core Aquatic Skills	1. Outline the Core Aquatic Skills	Core Aquatic skills: <ul style="list-style-type: none"> • Entry • Exits • Buoyancy and Balance • Rotation and Orientation • Streamlining • Aquatic breathing • Travel and Coordination • Water Safety • Health and Fitness 	Theoretical Questions	
6. Understand the link between fundamental movement skills and Core Aquatic Skills	1. Describe the link between fundamental movement skills and Core Aquatic Skills	Link: Fundamental movement skills need to be taught as they support the development of Core Aquatic Skills which leads to rapid progress within the Swim England Learn to Swim Framework or equivalent		
7. Know about scientific principles in swimming	1. Outline the basic scientific principles	Scientific principles: <ul style="list-style-type: none"> • Buoyancy • Propulsion • Resistance 		

8. Know the component parts of swimming strokes	1. Identify key features of component parts of the four swimming strokes	<p>Key features: Important parts of the strokes</p> <p>Component parts:</p> <ul style="list-style-type: none"> • Body position • Leg action • Arm action • Breathing • Timing <p>Swimming strokes: Front Crawl, Breaststroke, Butterfly, Backstroke</p>	Theoretical Questions
9. Know the components of a swimming lesson plan	1. Identify the components of a swimming lesson plan	Components: Introduction, entry, warm up, main activity, contrasting activity, cool down activity if applicable, exit and conclusion	
	2. Describe the purpose of each key component of a swimming lesson plan	Purpose: The reason for doing this	
10. Know about swimming equipment	1. Identify a range of different types of swimming equipment	<p>Range: Two or more items from each type</p> <p>Types of swimming equipment:</p> <ul style="list-style-type: none"> • Pool equipment – for example; lane ropes, markers, pool dividers, flags, booms • Teaching equipment – for example; floats, balls, sinkers, egg flips, toys, watering cans, noodles, activity cards, lesson plans, pull buoy, hoops • Flotation equipment – for example; discs, armbands, shark fin, buoyancy belts • Pool rescue equipment – for example; poles, roles, throw bags, whistles, alarms 	Observation Record

11. Know about anxiety in participants	1. Identify the possible causes and signs of anxiety in participants	<p>Causes: For example</p> <ul style="list-style-type: none"> • Fear of water • Having a bad experience • Changes in environment • Overprotective parents <p>Signs: For example</p> <ul style="list-style-type: none"> • Children clinging to parents • Crying • Tantrums • Fainting • High heart rate levels • Rapid breathing 	Observation Record
	2. Identify when and how to refer anxious participants	<p>When: Appropriate to the individual</p> <p>How: Procedures for referral</p>	
12. Be able to demonstrate communication skills in a swimming lesson	1. Use appropriate verbal and non-verbal communication skills with participants and a Qualified Level 2 Swimming Teacher	<p>Verbal communication: Volume, tone, language</p> <p>Non-verbal communication: Gestures, body language, demonstrations</p>	

<p>..continued</p> <p>14. Be able to provide assistance in swimming lessons</p>	<p>3. Carry out other assistive tasks to support a Qualified Level 2 Swimming Teacher</p>	<p>Assistive tasks:</p> <ul style="list-style-type: none"> • Deliver suitable warm up activities • Give accurate demonstrations • Deliver basic stroke activities • Deliver basic Core Aquatic Skill activities • Deliver basic teaching points • Setting up and clearing away equipment • Changing teaching equipment 	<p>Observation Record</p>
<p>15. Be able to review own performance</p>	<p>1. Identify strengths and areas for improvement of own performance</p>	<p>Strengths: What worked well</p> <p>Areas for improvement: What didn't work well</p> <p>Own performance:</p> <ul style="list-style-type: none"> • Communication skills • Motivational techniques • Giving support to participants • Assisting the Qualified Level 2 Swimming Teacher 	<p>Review Record</p>
<p>16. Know about professional development opportunities</p>	<p>1. Identify a range of continual professional development (CPD) opportunities</p>	<p>Range: Two or more CPD opportunities</p> <p>CPD opportunities: Progression onto other courses/qualifications, observation of qualified teachers, work experience, further training, independent research, mentoring</p>	

Glossary

	Terms	Definition
A	ABCs	Agility, Balance, Coordination and Speed
	Achieved	Successfully complete or reach the desired objective
	Activity	Something a group or an individual does or has done
	Adaptation	Changing teaching practice to meet the needs of participants
	Appropriate	Suitable or proper in the circumstances
	Anxious	Crying, Fearful, Distressed
C	Carry out	Complete a task
	CPKs	Catching, Passing, Kicking, Striking with part of the body
	Code of Practice	A set of rules or guides outlining the responsibilities of, or proper practices
	Communication	Exchange of information including verbal and or non-verbal
	Component	Part or element of a larger whole
D	Define	State the exact meaning
	Demonstrate	Complete a task or activity to show understanding
	Demonstration	Show
	Describe	Paint a picture in words
	Diversity	Acceptance and respect of differences in a safe, positive, and nurturing environment
E	Encourage	Support people to achieve
	Ensure	Make certain
	Equality	Ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs
	Equipment	Item(s) used to achieve a task
	Explain	Give reasons for
F	Feedback	Information about reactions to a person's performance of a task
G	Give	Provide
H	Health and Safety	Regulations and procedures intended to prevent accident or injury in workplaces or public environments
I	Identify	List or name the main points
	Inclusion	Ensuring teaching practice includes all participants
K	KGBs	Kinaesthetics, Gliding, Buoyancy, Striking with an object
	Know	Be aware of through observation, inquiry, or information
L	Learning Outcome	A statement of what a learner is expected to know, understand or do as a result of the process of learning
	Lesson	Period of time devoted to a specific activity

	Link	The relationship between two things or situations, especially where one affects the other
O	Outline	Give a brief overview of the main points
P	Participants	Individuals who actively take part in an activity or lesson, for example swimmers
	Performance	The way in which someone or something functions
	Prepare	Get ready
	Purpose	The reason for which something is done or created or for which something exists
Q	Qualified	Officially recognised as being trained to perform a particular job
R	Range	A set of different things of the same general type
	Refer	Point out, relate to
	Responsibility	Something which one is responsible for; a duty or obligation
	Review	Critically appraise
	RJT	Running, Jumping and Throwing
S	Safeguarding	<ul style="list-style-type: none"> • <i>Measures taken to protect someone aged under 18 from harm</i> • <i>Where a child is suffering significant harm, or likely to do so, action should be taken to protect that child.</i> • <i>Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk.</i>
	Skill	Learnt through training or experience
	State	List
T	Technique	A skilful or efficient way of doing or achieving something
U	Understand	Perceive the intended meaning of
	Use	Take, hold, apply or deploy (something) as a means of accomplishing or achieving something