

ASA LEVEL

3

**Teaching Pre-School Swimming  
(Advanced)**

603/2890/3

Qualification Summary Specification

## **Welcome to the ASA Awarding Body Level 3 Teaching Pre-School Swimming (Advanced) qualification specification**

### **About the ASA Awarding Body**

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

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

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

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## About the qualification

Qualification title	ASA Level 3 Teaching Pre-School Swimming (Advanced)
Qualification number	603/2890/3
Level	3
Total Qualification Time (TQT)	30 hours (of which 26 are Guided Learning Hours (GLH))
Registration period	12 months
Operational start date	26 <sup>th</sup> January 2018

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## Publication

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

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## Outline of the qualification

The ASA Level 3 Teaching Pre-School Swimming (Advanced) qualification is a practical qualification, which develops the knowledge, skills and abilities needed to be a Water Babies Teacher.

This qualification builds on the knowledge, skills and abilities developed in the ASA Level 2 Teaching Pre-School Swimming qualification and or the Level 2 Award in Coaching Aquatic Pre-Fundamentals (QCF). When achieved it ensures swimming teachers can effectively and independently plan, prepare, deliver, monitor and evaluate a series of swimming teaching lessons for pre-school participants, specifically for Water Babies lessons.

The delivery of the qualification is flexible with approved centres able to choose the timing and methods of delivery. The assessment of the qualification 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 assessment is verified using ASA AB quality assurance procedures.

## Learner entry requirements

Learners must be holders of either

- ASA Level 2 Award in Coaching Aquatic Pre-Fundamentals (QCF)
- ASA Level 2 Extended Diploma in Coaching Learn to Swim (Pre Fundamentals) (QCF)
- ASA Level 2 Teaching Pre-School Swimming

And

- Be 16 years of age or over

And

- Be associated with a recognised Water Babies franchise.

## Safeguarding

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

## Learning programme and delivery

The ASA Level 3 Teaching Pre-School Swimming (Advanced) 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 centre's discretion and as long as the requirements of the qualification are met, centres have the flexibility to deliver in whatever way they deem appropriate to meet the needs of the learners.

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

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.  
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.

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 the 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 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.

### Swimmer requirements

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

### 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** (Educator) delivering the ASA Level 3 Teaching Pre-School Swimming (Advanced) 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](mailto:workforcesupport@swimming.org) for further information about the process.

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

The role of the **Assessor** is to assess the learners' performance and to check if the assessment criteria of the qualification have been met. Assessors may only assess learners in their acknowledged area of technical and occupational expertise. Assessed observations of learners delivering a swimming teaching lesson must be conducted by the assessor.

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

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

## 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.

If a conflict is not managed effectively then the ASA AB need to be notified as soon as possible.

## 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 Water Babies Teacher.

Learners may take further qualifications within the swimming sector, or progress onto co-ordination and management qualifications either within sport and leisure or outside of this.

## **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 Water Babies, swimming and educational experts. In particular thanks go to:

Nick Farmer, Frances Gibbs, Julie Gibson, Sarah Green, Jenny Stafford-Brown, Hannah Smith, Simon Stevens, John Vernon and Nigel Wright.

## ASA Level 3 Teaching Pre-School Swimming (Advanced) Qualification

The qualification includes three key sections:

- Learning outcomes
- Assessment criteria
- Key learning content

**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.

Learning Outcomes	Content covering
1. Understand Water Babies policies and their impact on lessons	Water Babies policies
2. Understand the Water Babies programme	Key elements of the Water Babies programme Preparing participants for underwater photography
3. Understand the scientific principles in swimming for pre-school participants	Scientific principles
4. Understand how child development affects Water Babies lessons	The impacts of child development on the ability to carry out aquatic activities over different ages primitive and postural reflexes
5. Understand how to meet individual needs within a swimming lesson	Stages of learning Impact on responsible adults and pre-school participants Participants with disabilities
6. Understand how to resolve conflict within Water Babies lessons	How to resolve conflicts between different people
7. Understand how swimming strokes and aquatic safety skills are taught within Water Babies lessons	component parts of swimming strokes and skills Safety and independence skills

8. Be able to plan for teaching Water Babies lessons	Schemes of work for different ability levels Swimming lesson plans for different levels of ability Swimmer development plans
9. Be able to teach Water Babies lessons	Delivering planned Water Babies lessons Working relationships with pre-school participants and responsible adults Effective management Fault correction Providing feedback
10. Be able to evaluate own teaching and the performance of pre-school participants and responsible adults	Self-evaluation
11. Be able to plan for professional development within Water Babies	Action planning

