

ASA Level

2

Teaching Pre-School Swimming

603/2889/7

Qualification Summary Specification

Welcome to the ASA Awarding Body Level 2 Teaching Pre-School Swimming qualification specification

About the ASA Awarding Body

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

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

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

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About the qualification

Qualification title	Level 2 Teaching Pre-School Swimming
Qualification number	603/2889/7
Level	2
Total Qualification Time (TQT)	60 hours (of which 56 are Guided Learning Hours (GLH))
Registration period	12 months
Operational start date	26/01/18

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

This qualification builds on the knowledge, skills and abilities developed in the Level 1 Swimming Assistant (Teaching) qualification. When achieved, it ensures swimming teachers can effectively and independently plan, prepare, deliver, monitor and evaluate a series of pre-school swimming 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 at least 16 years of age
- hold the a Swim England/ASA Level 1 Swimming Assistant (Teaching) qualification post 2007 (or ASA equivalent)
- If the learner holds a Swim England/ASA Level 2 Swimming Teacher qualification post 2007 (or ASA equivalent) then they do not need to be assessed for the criteria highlighted in purple as they will have been assessed on the content area already

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 2 Teaching Pre-School Swimming qualification is approximately **60 hours** if the learner is entering with an appropriate level 1 qualification, if they hold an appropriate level 2 qualification then the qualification is approximately **45 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, 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.

If an Approved Centre wishes to create assessment materials of their own, they must seek approval from the ASA AB before using them, there is a charge for this service.

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 updated using the relevant link.
2. Lesson plans
3. Lesson overview
4. Observation record
5. Evaluation
6. Action plan

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

- Participants or swimmers should be Discovery Duckling 1 to Duckling 4 age ranges from 0 – 5 years of the Swim England Pre-School framework or equivalent.
- The ratio of learners to teacher is greatly influenced by the factors identified in the risk assessment, for example pool temperatures, depth, lifesaving competency, floatation aids.
- Recommended participant to Teacher ratios can be found in Swim England's "Safe supervision of programmed swimming lessons and training sessions" guidance document.

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.
- Floatation equipment and a variety of toys are essential.

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

Anyone wishing to become a 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 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.

Qualification progression

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

Learners may also be able to take further qualifications 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:

Caroline Dewsnap, Nick Farmer, Fiona Flynn, Frances Gibbs, Julie Gibson, Adam Goymer, Sam Greasly, Sarah Green, Jenny Norvill, Sally Skipper, Janet Slack, Hannah Smith, Jenny Stafford-Brown, Simon Stevens, Katie Towner and John Vernon.

Level 2 Teaching Pre-School Swimming Qualification

The qualification includes four key sections:

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

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

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

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

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

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

Learning Outcomes	Content covering
1. Understand the legal requirements and industry standards for teaching Pre-School swimming lessons	Legal requirements Safety considerations Industry standards National Governing Body guidelines
2. Know the responsibilities of a Pre-School Swimming Teacher	Responsibilities of a Pre-School Swimming Teacher
3. Understand the role of the Pre-School Swimming Teacher in promoting aquatics	Athlete Development Support Pathway Lifelong participation in aquatics
4. Know about the development of pre-school swimming lesson participants and the impact of this on swimming ability	Social, Physical, Language, Intellectual, Creative and Emotional development of swimmers Stages of play Reflexes
5. Understand the different types of participants in pre-school swimming lesson and the impact this has on lesson delivery	Types of participant and appropriate adaptations
6. Understand about the types equipment used in a pre-school swimming lessons	Advantages and disadvantages of different types of equipment
7. Know about common health related considerations in Pre-School swimming lessons	Health-related conditions and how to respond to them Water temperature
8. Know about supports and holds used in pre-school swimming lessons	Supports and holds
9. Know about the Core Aquatic Skills needed in pre-school swimming lessons	Core Aquatic Skills used in pre-school swimming lessons and fun ways to teach them Progressive activities

10. Be able to plan pre-school swimming lessons	planning pre-school lessons
11. Be able to teach pre-school swimming lessons	Delivering pre-school swimming lessons to groups at different levels of ability.
12. Be able to demonstrate lesson management skills	Safety including safeguarding Behaviour management skills Time management skills
13. Be able to demonstrate communication skills when teaching pre-school swimming lessons	Verbal and non-verbal communication skills
14. Be able to use a variety of appropriate teaching methods	Teaching methods Organisational methods Adaptations
15. Be able to demonstrate motivational techniques	Motivational techniques
16. Be able to assess a pre-school swimming lesson participant's swimming ability	Accurate assessment against expected standards
17. Be able to evaluate own performance	Self-evaluation of own performance
18. Be able to plan for professional development	Plan to improve own performance

