

ASA LEVEL

2

**Swimming Teacher**

(QAN): 601/8232/5

Qualification Specification

## **Welcome to the ASA Awarding Body Level 2 Swimming Teacher 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.

## Contents

About the ASA Awarding Body .....	1
About the qualification .....	3
Copyright .....	3
Publication .....	3
Outline of the qualification .....	4
Learner entry requirements .....	4
Safeguarding.....	4
Learning programme and delivery .....	5
Assessment .....	6
Quality assurance.....	7
Resources.....	7
Legal requirements .....	7
Swimmer requirements .....	7
Pool characteristics .....	7
Workforce .....	8
Conflict of interest .....	8
Dealing with malpractice .....	8
Qualification progression.....	9
Qualification withdrawal.....	9
Equal opportunities.....	9
Credits .....	9
ASA Level 2 Swimming Teacher Qualification .....	10
Glossary .....	22

## About the qualification

Qualification title	ASA Level 2 Swimming Teacher
Qualification number	601/8232/5
Level	2
Total Qualification Time (TQT)	60 hours (of which 52 are Guided Learning Hours (GLH))
Registration period	12 months
Operational start date	1 <sup>st</sup> January 2016

## Copyright

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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.

ASA/ST2/V1

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## **Outline of the qualification**

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

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

The delivery of the qualification is flexible with approved centres able to choose the timing and methods of delivery. The assessment of the qualification 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 at the point of registration of this qualification. They must also hold an ASA Level 1 Swimming Assistant (Teaching) or an ASA Level 1 Award in Teaching Aquatics or an equivalent ASA qualification certificated after 1994.

## **Safeguarding**

Learners under the age of 18 are able to register on this qualification so approved centres and all staff must be aware of safeguarding policies and procedures ensuring these are fully implemented. For further information please refer to [Keeping Children Safe in Education 2015](#) and any subsequent additions.

## Learning programme and delivery

The ASA Level 2 Swimming Teacher qualification is approximately **60 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.

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

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

### 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 2 Swimming Teacher 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.

## 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 Teacher and can progress their career in a number of settings including private swim schools, local authority leisure centres, local aquatic clubs and youth and community groups.

Learners may wish to progress to the ASA Level 3 teaching qualification. Learners may also be able to take further qualifications within the swimming sector such as those related to coaching, either swimming or other aquatics sports, and/or progress onto co-ordination and management qualifications either within sport and leisure or outside of this. These could include the following 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)
- ASA Level 2 Award in Coaching Aquatic Pre Fundamentals (QCF)

## **Qualification withdrawal**

In the unlikely event that the ASA AB withdraws this qualification before its intended date of review, six months' notice of withdrawal will be given to approved centres. This will enable all learners to complete their qualification as agreed 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 2 Swimming Teacher 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 2 Swimming Teacher			
Learning Outcomes	Assessment Criteria	Key Learning Content	Assessment Materials
1. Understand the legal requirements of teaching swimming	1. Explain <b>how to</b> meet the <b>legal requirements</b> of teaching swimming	<p><b>How to:</b></p> <ul style="list-style-type: none"><li>• Respond to concerns</li><li>• Respond to incidents</li><li>• Record incidents if appropriate</li><li>• Report to the named responsible person if appropriate</li></ul> <p><b>Legal requirements:</b></p> <ul style="list-style-type: none"><li>• Safeguarding</li><li>• Health and safety</li><li>• Equality and diversity</li><li>• Data protection</li></ul>	Theoretical Questions

2. Know the responsibilities of a Swimming Teacher	1. Describe the <b>responsibilities</b> of a Swimming Teacher	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• To ensure the safety and security of participants and others within the role of a qualified Level 2 Swimming Teacher</li> <li>• To teach, develop and assess participants</li> <li>• To supervise the Swimming Assistant</li> <li>• To instruct the Swimming Assistant</li> </ul>	Theoretical Questions
3. Know about the role of the Swimming Teacher in promoting aquatics	1. Describe <b>the Learning to Train</b> stage of the <b>Athlete Development Support Pathway</b> in swimming	<p><b>Learning to Train (Swim Skills):</b></p> <ul style="list-style-type: none"> <li>• Aquatic discipline specific</li> <li>• Skill practice and development</li> <li>• Motor coordination</li> <li>• Fun and participation</li> </ul> <p><b>Athlete Development Support Pathway:</b> ASA Athlete Development model or equivalent for swimming</p>	
	2. Describe how the Swimming Teacher encourages <b>lifelong participation</b> in aquatics	<p><b>Lifelong participation:</b></p> <ul style="list-style-type: none"> <li>• Continued enjoyment within aquatics</li> <li>• Signpost participants to other aquatic disciplines including para-swimming</li> <li>• Signpost participants to other aquatic health and fitness and/or recreational activities</li> <li>• Signpost participants to a club/competitive environment</li> </ul>	

4. Understand the scientific principles in swimming	1. Explain the influence of the <b>scientific principles</b> on participants in the water	<p><b>Scientific principles:</b></p> <ul style="list-style-type: none"> <li>• Buoyancy</li> <li>• Propulsion</li> <li>• Resistance</li> <li>• Depth of water</li> <li>• Temperature of water</li> </ul>	Theoretical Questions
5. Know the skills and strokes needed in swimming	1. Describe the <b>Core Aquatic Skills</b> needed in swimming	<p><b>Core Aquatic skills:</b></p> <ul style="list-style-type: none"> <li>• Entry to include sitting to plunge dives</li> <li>• Exits</li> <li>• Buoyancy and balance</li> <li>• Rotation and orientation</li> <li>• Streamlining</li> <li>• Aquatic breathing</li> <li>• Travel and coordination</li> <li>• Water safety</li> <li>• Health and fitness</li> </ul>	
	2. Describe <b>key features</b> of the <b>component parts</b> of the four <b>swimming strokes</b>	<p><b>Key features</b> Important parts of the strokes</p> <p><b>Component parts:</b></p> <ul style="list-style-type: none"> <li>• Body position</li> <li>• Leg action</li> <li>• Arm action</li> <li>• Breathing</li> <li>• Timing</li> </ul> <p><b>Swimming strokes:</b> Front crawl, breaststroke, butterfly, backstroke</p>	

<p>6. Be able to plan for swimming teaching</p> <p>Learning outcome continued on the next page.</p>	<p>1. Produce six appropriate <b>swimming lesson plans</b> for different <b>levels of ability</b></p> <p>Assessment criteria continued on the next page</p>	<p><b>Swimming lesson plans:</b>  Each lesson must be at least 30 minutes  At least one plan must cater for a minimum of eight participants  At least one plan must cater for the use of a Swimming Assistant</p> <p>Lesson plans to include:</p> <ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Equipment</li> <li>• Working with a Swimming Assistant</li> <li>• Timings</li> <li>• Teaching points</li> <li>• Introduction</li> <li>• Entry to include sitting to plunge dives</li> <li>• Warm up</li> <li>• Main activity</li> <li>• Contrasting activity</li> <li>• Cool down if applicable</li> <li>• Exit</li> <li>• Conclusion</li> <li>• Risk assessment <ul style="list-style-type: none"> <li>○ Hazard</li> <li>○ Risk</li> <li>○ Risk rating</li> <li>○ Measures to minimise</li> </ul> </li> </ul> <p>Key learning content continued on the next page.</p>	<p>Lesson plan</p>
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<p>Continued.</p> <p>6. Be able to plan for swimming teaching</p>		<p><b>Levels of ability:</b> A minimum of one from each of the ability levels listed below must be covered within the six swimming lesson plans.</p> <p>ASA Learn to Swim Framework/ Adult Framework or equivalent</p> <ul style="list-style-type: none"> <li>• Stage 1</li> <li>• Stage 2 or 3</li> <li>• Stage 4 or 5</li> <li>• Stage 6 or 7</li> </ul>	Lesson plan
	<p>2. Produce an <b>overview</b> for a <b>series</b> of lessons for one <b>Learn to Swim stage</b></p>	<p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives</li> <li>• Lesson outline</li> <li>• Progression</li> <li>• Working with a Swimming Assistant</li> </ul> <p><b>Series:</b> Six linked lessons</p> <p><b>Learn to Swim stage:</b> ASA Learn to Swim Framework/ Adult Framework stages 1-7 or equivalent</p>	Lesson overview

<p>7. Be able to teach swimming lessons</p>	<p>1. Deliver six planned <b>lessons</b> to groups at different <b>levels of ability</b>.</p>	<p><b>Lessons:</b></p> <p>Each lesson must be at least 30 minutes</p> <p>At least one lesson must be with a minimum of eight participants</p> <p>At least one lesson must utilise a Swimming Assistant and include all components of the lesson plan.</p> <p><b>Levels of ability:</b></p> <p>Lessons must cover one from each of the ability levels listed below</p> <p>ASA Learn to Swim Framework/ Adult Framework or equivalent:</p> <ul style="list-style-type: none"> <li>• Stage 1</li> <li>• Stage 2 or 3</li> <li>• Stage 4 or 5</li> <li>• Stage 6 or 7</li> </ul>	<p>Observation record</p>
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8. Be able to demonstrate lesson management skills	1. Demonstrate <b>appropriate regard for safety</b> including safeguarding	<p><b>Appropriate:</b></p> <ul style="list-style-type: none"> <li>• Suitable for the lesson and needs of the participants</li> <li>• Meeting legal requirements</li> </ul> <p><b>Regard for safety:</b></p> <ul style="list-style-type: none"> <li>• Adhere to risk assessment</li> <li>• Adhere to emergency operating procedures</li> <li>• Maintain safety of self and others throughout the lesson including safeguarding</li> </ul>	Observation record
	2. Demonstrate <b>appropriate behaviour management skills</b>	<p><b>Appropriate:</b></p> <p>Suitable for the lesson and needs of the participants</p> <p><b>Behaviour management skills:</b></p> <p>Rules, expectations, consistency of approach, resolving conflicts, sanctions</p> <p>Please note: if these situations do not naturally occur a professional discussion with the assessor will take place and be recorded</p>	
	3. Demonstrate <b>appropriate time management skills</b>	<p><b>Appropriate:</b></p> <p>Suitable for the lesson and needs of the participants</p> <p><b>Time management skills:</b></p> <p>Follow lesson timings and adapt if needed</p>	

9. Be able to demonstrate communication skills within the swimming teaching environment	1. Use <b>appropriate verbal and non-verbal communication</b> skills with participants	<p><b>Appropriate:</b> Suitable for the participants and the environment</p> <p><b>Verbal communication:</b> Volume, tone, language, terminology, teaching points</p> <p><b>Non-verbal communication:</b> Gestures, body language, demonstrations, positioning</p>	Observation record
	2. Use <b>appropriate verbal and non-verbal communication</b> skills with the Swimming Assistant and a parent/carer/guardian	<p><b>Appropriate:</b> Suitable for the other people and the environment</p> <p><b>Verbal communication:</b> Volume, tone, language, terminology</p> <p><b>Non-verbal communication:</b> Gestures, body language</p>	

10. Be able to use a variety of appropriate teaching methods to meet participant needs	1. Explain the needs of different <b>participant types</b>	<p><b>Participant types:</b></p> <ul style="list-style-type: none"> <li>• Child</li> <li>• Child non swimmer</li> <li>• Adult</li> <li>• Adult non-swimmer</li> <li>• Anxious swimmer</li> <li>• Swimmer with special educational needs and/or disabilities</li> </ul>	Theoretical Questions
	2. Implement a <b>range of teaching methods</b> appropriate to the needs of participants and the environment	<p><b>Range:</b> Four or more teaching methods</p> <p><b>Teaching methods:</b></p> <ul style="list-style-type: none"> <li>• Deep water</li> <li>• Shallow water</li> <li>• Single stroke</li> <li>• Multi stroke</li> <li>• Whole part whole</li> <li>• Part whole</li> <li>• Guided discovery</li> <li>• Problem solving</li> <li>• Fun and games</li> <li>• Group</li> <li>• One to one</li> </ul>	Observation record
	3. Use a <b>range of organisational methods</b> during lessons	<p><b>Range:</b> Three or more organisational methods</p> <p><b>Organisational methods:</b></p> <ul style="list-style-type: none"> <li>• Whole group</li> <li>• Waves</li> <li>• Cannon/ domino</li> <li>• Circuits</li> <li>• Random spacing</li> <li>• Lane discipline</li> </ul>	

11. Be able to develop participants core aquatic skills and swimming strokes	1. Teach <b>Core Aquatic Skills</b> and <b>swimming strokes</b> to participants	<b>Core Aquatic Skills and swimming strokes:</b> <ul style="list-style-type: none"> <li>• Teach a minimum of eight Core Aquatic Skills</li> <li>• Teach components of all four swimming strokes</li> </ul>	Observation record
	2. Teach <b>progressive activities</b> to participants	<b>Progressive activities:</b> Teach appropriate activities to meet the aims and objectives of the lesson	
	3. Implement suitable <b>adaptations</b> to teaching practices	<b>Adaptations:</b> Change teaching practices to meet the needs of individual participants	
	4. Identify <b>common faults</b>	<b>Common faults:</b> Faults in Core Aquatic Skills and the swimming strokes relevant to the participants	
	5. Implement <b>correction methods</b>	<b>Correction methods:</b> Give feedback and make changes to correct the fault to meet the needs of the individual participants	
12. Be able to demonstrate motivational techniques	1. Use a <b>range of appropriate motivational techniques</b> for participants	<b>Range:</b> Two or more motivational techniques  <b>Appropriate:</b> Suitable for the needs of the participants  <b>Motivational techniques:</b> Praise, positive reinforcement, positive learning environment, rewards, incentives, goal setting	

13. Understand participant assessment	1. Describe <b>how</b> to assess participants against <b>expected standards</b>	<p><b>How</b></p> <ul style="list-style-type: none"> <li>• Initial</li> <li>• Ongoing</li> <li>• Summative</li> </ul> <p><b>Expected standards</b> As stated within the ASA Learn to Swim Framework/Adult Framework stages 1-7 or equivalent</p>	Theoretical questions
14. Be able to assess participants	1. Carry out <b>accurate participant assessment</b> during a lesson	<p><b>Accurate</b> Meeting expected standards</p> <p><b>Participant assessment:</b> Monitoring participant progress Recording of assessment</p>	Observation record
15. Be able to evaluate own performance	1. Carry out six <b>self-evaluations of own performance</b>	<p><b>Self-evaluation:</b> Strengths and areas for improvement of the six delivered lessons</p> <p><b>Own performance:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Teaching practices</li> <li>• Communication skills</li> <li>• Motivation techniques</li> <li>• Lesson management skills</li> <li>• Assessment skills</li> <li>• Working with the Swimming Assistant</li> </ul>	Evaluation
16. Be able to plan for professional development	1. Produce an <b>action plan</b> to improve own performance at the end of the course	<p><b>Action plan:</b> Short and medium term, SMART targets (Specific, Measurable, Achievable, Realistic, Time Based), Progression onto other courses/qualifications, continual professional development (CPD) opportunities</p>	Action plan

## 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
	Distressed	Crying, Fearful, Anxious
	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"> <li>• <i>Measures taken to protect someone aged under 18 from harm</i></li> <li>• <i>Where a child is suffering significant harm, or likely to do so, action should be taken to protect that child.</i></li> <li>• <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></li> </ul>
	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