



SEQ LEVEL 1

Swimming Assistant (Teaching)

FULL SPECIFICATION

(QAN): 601/8230/1

Welcome to the SEQ Level 1 Swimming Assistant (Teaching) Full Specification

About Swim England Qualifications

We develop the country's leading qualifications for the swimming industry.

As the awarding organisation for the national governing body for swimming in England, we aim to ensure our qualifications are high quality and reflect the latest industry developments. Our qualifications are designed to:

- create a professional, high quality and diverse workforce
- provide a high ratio of practical poolside experience alongside essential theory and knowledge
- equip learners with real world know-how and skills for the next stage in their career development
- meet industry recognised standards and the needs of employers.

The full list of qualifications awarded by Swim England Qualifications can be found on the Ofqual Register of Regulated Qualifications: register.ofqual.gov.uk or via Qualification Wales: qiw.wales

Equal Opportunities

Swim England fully supports the principles of equal opportunities and is committed to satisfying these in all activities and published materials. A copy of our Equality and Diversity Policy is available on the Swim England Qualifications website.



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01 Introduction to the qualification

1.1 About this qualification

Qualification title:	SEQ Level 1 Swimming Assistant (Teaching)
Qualification number:	601/8230/1
Total qualification time:	30 (26 Guided Learning Hours (GLH))
Qualification level:	1

1.2 Purpose of the qualification

This is a practical qualification, giving learners the skills needed to support a swimming teacher.

Successful completion of the qualification will allow learners to assist a qualified Level 2 Swimming Teacher in delivering high quality inclusive swimming lessons at a leisure centre, swim school or club learn to swim programme.

1.3 CIMSPA professional standard endorsement

This qualification has been endorsed as meeting the requirements of the professional standard for the role of a swimming assistant. Holders of this qualification are eligible for CIMSPA affiliate membership.

CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) have led the creation of the professional standard for a swimming teacher. The professional standard outlines the role and scope of a swimming assistant and the essential knowledge and skills that are needed to meet the sector minimum deployment standards.

1.4 Learner entry requirements

Learners must be least 16 years of age or older on the first day of the course.

1.5 Safeguarding

Learners under the age of 18 are able to register on this qualification, so Approved Training Centres and all staff must be aware of safeguarding policies and procedures and these must be fully implemented. For further information please refer to Keeping Children Safe in Education 2016 and any subsequent additions.

02 Learning programme and delivery

The SEQ Level 1 Swimming Assistant (Teaching) qualification requires approximately 30 hours of learning time.

If a learner has significant experience in relevant aspects of the qualification then these hours may be less and conversely there may be learners who require more time. This should be determined by you as the Approved Training Centre prior to the start of the course.

Only Approved Training Centres can deliver our qualifications and you have the flexibility to deliver them in whatever way you deem appropriate to meet the needs of your learners.

You must offer appropriate information and advice about the qualification so that the learner has realistic expectations.

Some learners may already have the knowledge, skills and abilities to achieve the qualification from their previous experiences. In this case the learner may progress straight to assessment and not have to complete a course of learning.

Learners should receive an induction to identify expectations as well as ensure understanding of any legal requirements.

The learning programme and delivery should ensure learners have the opportunity to practice 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. Although there is no assessment of these skills, situations are likely to arise that may 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.

03 Assessment

3.1 Assessment summary

The purpose of assessment is to ensure that effective learning has taken place and to give learners the opportunity to achieve the learning outcomes and assessment criteria.

- Each learning outcome contains a number of more detailed learning topics (criteria).
- Completion of all criteria in an outcome section will lead to the successful completion of that outcome.

To complete this qualification, learners must achieve:

- all learning outcomes
- all assessment criteria.

All evidence produced by the learner must be their own, and in English or Welsh.

The assessment materials are provided and set by Swim England Qualifications. These documents must be used.

If an Approved Training Centre would like to deviate from these as a result of reasonable adjustments or special considerations Swim England Qualifications Reasonable Adjustments and Special Considerations Policy must be followed.

3.2 Assessment methods

Assessment is made up of a series of component parts:

- theoretical questions
- observation record
- review record.

3.3 Authenticity

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.

3.4 Grading

There is no grading criteria for this qualification. 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 should be provided to allow them to successfully meet the requirements within the registration period where possible.

3.5 Appeals

An appeals policy must be put in place to support and manage learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. If learners remain dissatisfied with the outcomes, they should contact Swim England Qualifications directly.

04 Supporting resources

4.1 Learner resources

There are a number of resources available to support learning including books, online materials and forums. You should advise individual learners which resources best suit their needs.

4.2 Assessment resources

Swim England Qualifications produces resources to assess the qualification. It is compulsory to use these resources.

As an Approved Training Centre, you are able to modify the format of these documents to support learner achievement. However, you must ensure through your own internal verification procedures, that the tasks and criteria are not changed.

These documents will ensure accuracy of the materials and maintenance of standards over time.

05 Reasonable adjustments and special considerations

Swim England Qualifications is committed to improving access for learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the Reasonable Adjustments and Special Considerations Policy which can also be found on the Swim England Qualifications website.

06 Quality assurance

Swim England Qualifications implements a series of quality assurance procedures to ensure that our qualifications are reliable, valid and fit for purpose. This includes initial centre approval and review, qualification approval, internal and external verification.

Qualifications are reviewed regularly and any modifications will be communicated through Approved Training Centre updates and on the Swim England Qualifications website.

07 Centre requirements

Approved Training Centres are responsible for ensuring learning takes place in a safe and effective environment.

7.1 Legal requirements

Approved Training Centres are responsible for ensuring that:

- the learning environment is safe for all learners, that risk assessments are in place and that health and safety is responsibly managed
- all aspects of GDPR are met
- learners are able to progress in a respectful environment free from bullying and harassment
- all safeguarding requirements are met.

7.2 Session requirements

- Swimmers will be required.
- Swimmers should be at Stages 1-7 of the Swim England Learn to Swim framework or equivalent.
- The learner should not be left unsupervised with participants.

7.3 Pool or facility characteristics

The characteristics of the pool or facility must support safe and effective teaching, learning and assessment at the required level. Please refer to the Swim England facility requirements document.

08 Workforce

In order to deliver, assess and quality assure this qualification, it is important that you have appropriately experienced and qualified staff. These include tutors, assessors and internal verifiers.

The tutor/assessor delivering the SEQ Level 1 Swimming Assistant (Teaching) qualification must hold a current Swim England tutor licence. Please email workforcesupport@swimming.org if you require further information.

Anyone wishing to become a Swim England 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 Level 1 Swimming Assistant. 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 evaluate the learners' performance and to check if the assessment criteria of the qualification have been met. Assessors may only evaluate 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. However they cannot quality assure their own assessments.

09 Conflict of interest

All conflicts must be effectively managed by the Approved Training Centre, ensuring any direct or indirect conflict is identified with interventions if required. Swim England Qualifications can offer support where needed.

10 Dealing with malpractice

Approved Training Centres must have a policy for dealing with potential malpractice. Where malpractice is suspected the Approved Training Centre malpractice policy must be followed. Further information, support and guidance can be obtained from Swim England Qualifications.

11 Qualification progression

Following completion of this qualification, learners may wish to progress to the SEQ Level 2 Teaching Swimming qualification or the SEQ Level 2 Teaching Swimming to Babies and Toddlers qualification. Learners may also wish to take further qualifications within the swimming industry.

12 Structure of qualification

The SEQ Level 1 Swimming Assistant (Teaching) qualification consists of the following learning outcomes.

SEQ Level 1 Swimming Assistant (Teaching)		
Learning Outcomes	Assessment Criteria	Key Learning Content
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 • GDPR
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 strategy or equivalent	<ul style="list-style-type: none"> Key points of the Swim England strategy
	2. Describe the Active Start and FUNdamentals stages of the Athlete Development Support Pathway in swimming	<p>Active Start:</p> <ul style="list-style-type: none"> unstructured and structured free play introducing fundamental movement skills general water confidence <p>FUNdamentals:</p> <ul style="list-style-type: none"> structured and fun developing fundamental movement skills participating in new sports introducing simple rules of sport <p>Athlete Development Support Pathway:</p> <ul style="list-style-type: none"> Swim England Athlete Development model or equivalent for swimming
4. Know about fundamental movement skills	1. Outline the fundamental movement skills	<p>Fundamental movement skills:</p> <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	<p>Core Aquatic Skills:</p> <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
6. Understand the link between fundamental movement skills and Core Aquatic Skills	1. Describe the link between fundamental movement skills and Core Aquatic Skills	<ul style="list-style-type: none"> How fundamental movement skills support the development of Core Aquatic Skills which leads to rapid progress

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	Component parts of each stroke: <ul style="list-style-type: none"> • body position • leg action • arm action • breathing • timing
9. Know the components of a swimming lesson plan	1. Identify the components of a swimming lesson plan	What sections each lesson plan should have: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The reason for each component of a lesson plan
10. Know about swimming equipment	1. Identify a range of different types of swimming equipment	Types of swimming equipment: <ul style="list-style-type: none"> • pool equipment • teaching equipment • flotation equipment • pool rescue equipment
11. Know about anxiety in participants	1. Identify the possible causes and signs of anxiety in participants	Causes: For example <ul style="list-style-type: none"> • fear of water • having a bad experience • changes in environment • overprotective parents Signs: For example <ul style="list-style-type: none"> • children clinging to parents • crying • tantrums • fainting • high heart rate levels • rapid breathing
	2. Identify when and how to refer anxious participants	When: <ul style="list-style-type: none"> • appropriate to the individual How: <ul style="list-style-type: none"> • procedures for referral

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	Verbal communication: <ul style="list-style-type: none"> • volume • tone • language Non-verbal communication: <ul style="list-style-type: none"> • gestures • body language • demonstrations
13. Be able to demonstrate motivational techniques	1. Use appropriate motivational techniques with participants	Motivational techniques: <ul style="list-style-type: none"> • praise • positive reinforcement • positive learning environment
14. Be able to provide assistance in swimming lessons	1. Give appropriate support to participants in swimming lessons	Appropriate: <ul style="list-style-type: none"> • an understanding of when manual support should be used with reference to Swim England Safe Supervision guidance Support: <ul style="list-style-type: none"> • correct positioning of the hands when supporting participants in the water • correct body position when supporting participants on their front and back in the water • correct support techniques for entry and exits • correct support techniques in deep and shallow water • correct assisting and handling when supporting participants with disabilities • correct emergency handling
	2. Give appropriate support to an anxious child	Support: <ul style="list-style-type: none"> • physical support • supportive language • encouragement • distractions Anxious: <ul style="list-style-type: none"> • crying • fearful • distressed • refusing to get in Please note: If this situation does not naturally occur a professional discussion with the assessor will take place and be recorded

14. Be able to provide assistance in swimming lessons (continued)	3. Carry out other assistive tasks to support a qualified Level 2 Swimming Teacher	Assistive tasks such as: <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
15. Be able to review own performance	1. Identify strengths and areas for improvement of own performance	Strengths: <ul style="list-style-type: none"> • what worked well Areas for improvement: <ul style="list-style-type: none"> • what didn't work well Own performance: <ul style="list-style-type: none"> • communication skills • motivational techniques • giving support to participants • assisting the Qualified Level 2 Swimming Teacher Where to collect feedback: <ul style="list-style-type: none"> • sources that can give feedback on your performance as an assistant Measuring participant engagement: <ul style="list-style-type: none"> • how to know if your participants are enjoying the lesson Measuring participant development: <ul style="list-style-type: none"> • how to monitor participant progress
16. Know about professional development opportunities	1. Identify a range of continual professional development (CPD) opportunities	Range: <ul style="list-style-type: none"> • two or more CPD opportunities CPD opportunities: <ul style="list-style-type: none"> • progression onto other courses/qualifications • observation of qualified teachers • work experience • further training • independent research • mentoring

13 Contact points

Swim England Qualifications

Pavilion 3

SportPark

3 Oakwood Drive

Loughborough University

LE11 3QF

T: 01509 640 493

E: info@swimenglandqualifications.com

W: swimenglandqualifications.com

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Pavilion 3, SportPark, 3 Oakwood Drive, Loughborough University, Leicestershire LE11 3QF
Tel: 01509 640493 | swimenglandqualifications.com | info@swimenglandqualifications.com



Swimming Qualifications



@SE_Quals



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