Swim England Qualifications

CIMSPA Endorsed | **Professional Standards**

SEQ **LEVEL 2**

Teaching Swimming

FULL SPECIFICATION

(QAN): 603/2574/4

VERSION 2019/4

Welcome to the SEQ
Level 2 Teaching Swimming
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 2 Teaching Swimming
Qualification number:	603/2574/4
Total qualification time:	63 (55 Guided Learning Hours (GLH))
Qualification level:	2

1.2 Purpose of the qualification

The qualification builds on the Level 1 qualification enabling learners to effectively plan, prepare, deliver and evaluate a series of swimming lessons independently.

It also gives them the confidence to support swimmers with special educational needs and disabilities (SEND).

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 teacher. 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 teacher and the essential knowledge and skills that are needed to meet the sector minimum deployment standards.

1.4 Learner entry requirements

Learners must:

- be 16 years of age or older on the first day of the course
- hold a SEQ Level 1 Swimming Assistant (Teaching) or a Swim England Level 1 Award in Teaching Aquatics or an equivalent Swim England qualification certificated after 1994.

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 2 Teaching Swimming qualification requires approximately 63 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 (please note these questions will change during the life of the qualification)
- observation record
- action plan
- lesson plan
- evaluation
- overview of a series of lessons.

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 will 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 2 Teaching Swimming 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 2 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 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 delivering 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 to Babies and Toddlers qualification. Learners may also wish to take further qualifications within the swimming industry and/or progress onto co-ordination and management qualifications either within sport and leisure or outside of this.

12   Structure of qualification

The SEQ Level 2 Teaching Swimming qualification consists of the following learning outcomes.

SEQ Level 2 Teaching Swimming		
Learning Outcomes	**Assessment Criteria**	**Key Learning Content**
1. Understand the legal and personal safety requirements of teaching swimming	1. **Explain** how to meet the legal requirements of teaching swimming	**Legal requirements:** • health and safety to include Pool Safety Operating Procedures (PSOPs) • safeguarding • equality and diversity • GDPR **How to:** • respond to concerns • respond to incidents • record incidents if appropriate • report to the named responsible person if appropriate
	2. **Explain** the safety considerations of teaching from the poolside and the water	**Safety considerations:** • delivering the centre's PSOPs • National governing body guidelines • experience and ability of participants • pool environment • professional conduct
2. Know the responsibilities of a Swimming Teacher	1. **Describe** the responsibilities of a Swimming Teacher	**Responsibilities:** • to ensure the safety and security of participants and others within the role of a qualified Level 2 Swimming Teacher • to teach, develop and assess participants • to supervise the Swimming Assistant • to instruct the Swimming Assistant • to provide feedback to customers

3. Understand the role of the Swimming Teacher in promoting aquatics	1. **Describe** the Athlete Development Support Pathway in swimming	**Athlete Development Support Pathway:** • Swim England Athlete Development model or equivalent for swimming • each stage and its purpose
	2. **Explain** the importance of the FUNdamentals stage of the Athlete Development Support Pathway	**Importance:** • to teaching of aquatics to teach the underlying skills and strokes of aquatics • to support progression to the Learning to Train stage
	3. **Describe** how the Swimming Teacher encourages lifelong participation in aquatics	**Lifelong participation:** • continued enjoyment within aquatics • signpost participants to other aquatic disciplines including para-swimming • signpost participants to other aquatic health and fitness and/or recreational activities • signpost participants to a club/competitive environment
	4. **Explain** how an organisation's swimming related products and services promote retention	**Organisation:** For example: • local leisure centre • local clubs • Swim England or equivalent **Swimming related products and services:** For example: • varied swimming programmes classes and sessions • awards • courses • swimming equipment • other services within your centre • resources for parents, teachers and participants
4. Understand the scientific principles in swimming	1. **Explain** the influence of the scientific principles on participants in the water	**Scientific principles:** • buoyancy • propulsion • resistance • depth of water • temperature of water

5. Know the skills and strokes needed in swimming	1. **Describe** the Core Aquatic Skills needed in swimming	**Core Aquatic Skills:** · entry to include dives linked to Stage 7 of LTS framework outcomes · exits · buoyancy and balance · rotation and orientation · streamlining · aquatic breathing · travel and coordination to include sculling · water safety · health and fitness
	2. **Describe** key features of the component parts of the four swimming strokes	**Key features:** · important parts of the strokes **Component parts:** · body position · leg action · arm action · breathing · timing **Swimming strokes:** · front crawl · breaststroke · butterfly · backstroke
6. Understand the types of equipment used for swimming lessons	1. **Explain** the advantages and disadvantages of different types of equipment used for swimming lessons	**Types of equipment** **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 · hoops · flippers **Flotation equipment:** For example: · discs · arm bands · shark fin · buoyancy belts · noodles

| 7. Be able to plan for swimming teaching | 1. **Produce** six swimming lesson plans for different levels of ability | **Swimming lesson plans:**
• Each lesson must be at least 30 minutes
• Each plan must show how it could be adapted to integrate:
 • Participants with Special Educational Needs and Disabilities (SEND)
 • Different ability levels
• All plans must cater for a minimum of four participants
• At least one plan must cater for a minimum of eight participants
• All plans must cater for the use of a Swimming Assistant
Six lesson plans of an appropriate standard, each to include:
• information about the participants and the lesson
• equipment
• aims and objectives
• timings
• activities/practices
• teaching points
• organisation
• working with a swimming assistant
• introduction
• entry
• warm up
• main activity
• contrasting activity
• cool down if applicable
• exit
• conclusion
• risk assessment
 • hazards specific to this lesson plan
 • control measures to minimise hazards
Levels of ability:
• a minimum of one from each of the ability levels listed below must be covered within the six swimming lesson plans.
• Swim England Learn to Swim Framework or equivalent
 • Stage 1 or 2 (Water Confidence)
 • Stage 3 (Body Position)
 • Stage 4 or 5 (Legs and Arms)
 • Stage 6 or 7 (Breathing and Time) |

7. Be able to plan for swimming teaching (continued)	2. **Produce** two overviews for a series of lessons for two Learn to Swim stages	**Overview:** • lesson outline to include aims and objectives for each lesson • progression • working with a Swimming Assistant **Series:** • minimum of six linked lessons **Learn to Swim stage:** • Swim England Learn to Swim Framework stages 1-7 or equivalent
8. Know about national curriculum swimming lessons	1. **Identify** the three outcomes of national curriculum for swimming	**Outcomes of the national curriculum for swimming:** • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations
	2. **Identify** how a national curriculum lesson is different to a learn to swim lesson	**Differences:** • larger class sizes • mixed ability groups

9. Be able to teach swimming lessons	1. **Deliver** six planned lessons to groups at different levels of ability	**Lessons:**
		• a minimum of six lessons must be delivered
		• each lesson must be at least 30 minutes
		• all lessons must cater for a minimum of four participants.
		• at least one lesson must cater for a minimum of eight participants
		• at least one lesson must show supervision and direction of a Swimming Assistant
		Lessons must cover at least one from each of the ability levels listed below:
		• Swim England Learn to Swim Framework or equivalent:
		  • Stage 1 or 2 (Water Confidence)
		  • Stage 3 (Body Position)
		  • Stage 4 or 5 (Legs and Arms)
		  • Stage 6 or 7 (Breathing and Time)

10. Be able to demonstrate lesson management skills	1. **Demonstrate** appropriate regard for safety including safeguarding	**Appropriate:** • meeting legal requirements • suitable for the lesson and needs of the participants **Regard for safety:** • adhere to risk assessment • adhere to emergency operating procedures • maintain safety of self and others throughout the lesson including safeguarding
	2. **Demonstrate** appropriate behaviour management skills	**Appropriate:** • suitable for the lesson and needs of the participants **Behaviour management skills:** • rules • expectations • consistency of approach • resolving conflicts • sanctions Please note: if these situations do not naturally occur a professional discussion with the assessor will take place and be recorded
	3. **Demonstrate** appropriate time management skills	**Appropriate:** • suitable for the lesson and needs of the participants **Time management skills:** • follow lesson timings and adapt if needed • deliver lesson at an appropriate pace
	4. **Direct** and **supervise** the Swimming Assistant	**Direct and supervise to include:** • ensuring the Swimming Assistant carries out their roles and responsibilities • supporting the development of technical delivery • supporting the development of interpersonal skills in a professional environment • providing feedback for future development

11. Be able to demonstrate communication skills and customer service within the swimming teaching environment	1. **Use** appropriate verbal and non-verbal communication skills with participants	**Appropriate:** • suitable for the participants and the environment **Verbal communication:** • volume • tone • language • terminology • teaching points **Non-verbal communication:** • gestures • body language • demonstrations • positioning
	2. **Use** appropriate verbal and non-verbal communication skills with a Swimming Assistant	**Appropriate:** • suitable for the other people and the environment **Verbal communication:** • volume • tone • language • terminology **Non-verbal communication:** • gestures • body language
	3. **Use** appropriate verbal and non-verbal communication skills with a responsible adult	**Appropriate:** • suitable for the other people and the environment **Verbal communication:** • volume • tone • language • terminology **Non-verbal communication:** • gestures • body language **Responsible adult** For example: • parent • guardian • carer

12. Be able to use a variety of appropriate teaching methods to meet participant needs	1. **Explain** the needs of different participants	**Participant needs** For example: • adults • new to swimming lessons • experienced and confident around water • over confident • scared of water • negative previous experience around water • unwilling to participate • under 5 year old without a responsible adult in the water • special educational needs and/or disabilities • specific cultural requirements
	2. **Implement** a range of appropriate teaching methods to meet the needs of participants and the environment	**Appropriate:** • Suitable for the needs of the participants **Range:** • Four or more teaching methods **Teaching methods** For example: • deep water • shallow water • single stroke • multi stroke • whole part whole • part whole • guided discovery • problem solving • group • one to one
	3. **Use** a range of appropriate organisational methods to meet the needs of participants and the environment	**Appropriate:** • Suitable for the needs of the participants **Range:** • Three or more organisational methods **Organisational methods** For example: • whole group • waves • cannon/domino • circuits • random spacing • lane discipline

13. Be able to develop participants Core Aquatic Skills and swimming strokes	1. **Teach** all of the Core Aquatic Skills to participants	**Core Aquatic Skills:**
		• entry to include dives linked to Stage 7 of LTS framework outcomes
		• exits
		• buoyancy and balance
		• rotation and orientation
		• streamlining
		• aquatic breathing
		• travel and coordination to include sculling
		• water safety (to include)
		  • entries and exits
		  • treading water
		  • H.E.L.P. position
		  • 'shout and signal' rescue
		  • Water Safety Code
		• health and fitness

	2. **Teach** all of the swimming strokes to participants	**Swimming strokes:** • teach components of all four competitive swimming strokes in accordance with the laws of the sport
	3. **Teach** progressive practices/ activities to participants	**Progressive practices/activities:** • teach appropriate practices/activities to meet the aims and objectives of the lesson
	4. **Implement** suitable adaptations to teaching practices / activities	**Adaptations:** • change teaching practices/activities to meet the needs of individual participants • ability to reinforce/repeat earlier practices to support individual progress
	5. **Identify** common faults in Core Aquatic Skills	**Common faults:** • faults in Core Aquatic Skills relevant to the participants
	6. **Identify** common faults in swimming strokes	**Common faults:** • faults in swimming strokes relevant to the participants
	7. **Implement** correction methods for Core Aquatic Skills	**Correction methods:** • give feedback and make changes to correct the fault to meet the needs of the individual participants
	8. **Implement** correction methods for swimming strokes	**Correction methods:** • give feedback and make changes to correct the fault to meet the needs of the individual participants

14. Be able to demonstrate motivational techniques	1. **Use** a range of appropriate motivational techniques for participants	**Range:** · two or more motivational techniques **Appropriate:** · suitable for the needs of the participants **Motivational techniques:** · praise · positive reinforcement · positive learning environment · rewards · incentives · goal setting
15. Understand participant assessment	1. **Describe** how to assess participants against expected standards	**How:** · initial · ongoing · summative **Expected standards:** · as stated within the Swim England Learn to Swim Framework stages 1-7 or equivalent
16. Be able to assess participants	1. **Carry out** accurate participant assessment	**Accurate:** · meeting expected standards **Participant assessment:** · monitoring participant progress · to include initial, ongoing and summative assessment · recording of assessment
17. Be able to evaluate own performance	1. **Carry out** self-evaluations of own performance	**Self-evaluation:** · strengths and areas for improvement of the six delivered lessons **Own performance:** · planning · teaching practices · communication skills · motivation techniques · lesson management skills · assessment skills · working with the Swimming Assistant
18. Be able to plan for professional development	1. **Produce** an action plan to improve own performance	**Action plan:** · SMART targets (Specific, Measurable, Achievable, Realistic, Time-Based), · short term · medium term · relevant opportunities For example: · progression onto other courses/ qualifications, · continuing professional development (CPD) opportunities

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