



SEQ LEVEL 2

Teaching Swimming to Babies and Toddlers

FULL SPECIFICATION

(QAN): 603/4431/3

Welcome to the SEQ

Level 2 Teaching Swimming to Babies and Toddlers

Full Specification

About Swim England Qualifications

We develop market-leading qualifications for the aquatic 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
- 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 Qualifications 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 our website: swimenglandqualifications.com.



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1 Introduction to the qualification

1.1 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 Swim England/ASA equivalent.

We reserve the right to identify and approve any other appropriate qualification as a pre-requisite and as may be determined by us from time to time.

If an individual has already achieved our SEQ Level 2 Teaching Swimming 2022 version 4 qualification and progresses on to this SEQ Level 2 Teaching Swimming to Babies and Toddlers 2023 version 5 qualification, they may present their certificate as evidence towards the Assessment Criteria within this qualification.

We have defined aspects of the achievement of our SEQ Level 2 Teaching Swimming 2022 version 4 to this SEQ Level 2 Teaching Swimming to Babies and Toddlers 2023 version 5 qualification that do not necessarily require repeating.

In these circumstances, the Total Qualification Time (TQT) and Guided Learning (GL) would be expected as follows:

Total Qualification Time (TQT):	30 hours
Guided Learning (GL):	21 hours

If an individual has achieved an SEQ, Swim England or ASA equivalent version there are still opportunities for reduced TQT and GL, advice on this option would be provided via an Approved Training Centres Recognition of Prior Learning (RPL) process.

1.2 About this qualification

Qualification title:	SEQ Level 2 Teaching Swimming to Babies and Toddlers Qualification
Qualification number:	603/4431/3
Qualification Level:	2
Registration Period:	12 months from the first day of registration
Total Qualification Time (TQT):	60 hours
Guided Learning (GL):	50 hours

GL is the amount of time an individual spends being taught or instructed by a Swim England licensed Educator.

TQT is comprised of the following two elements:

1. the number of hours which we have assigned to a qualification for Guided Learning
2. an estimate of the number of hours an individual will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment.

This qualification has been designed in order to enable the combined delivery of this SEQ Level 2 Teaching Swimming to Babies and Toddlers with either the SEQ Level 1 Swimming Assistant (Teaching) and/or SEQ Level 2 Teaching Swimming.

1.3 Who the qualification is for

The SEQ Level 2 Teaching Swimming to Babies and Toddlers qualification is for individuals that want to progress from their:

- **SEQ Level 1 Swimming Assistant (Teaching) qualification, or**
- **SEQ Level 2 Teaching Swimming qualification**

In order to enable them to develop their knowledge, skills and confidence to teach Babies and Toddlers.

1.4 What the qualification could lead to

The qualification may also enable individuals to progress to other aquatics based qualifications or higher qualifications within the sport such as:

- **SEQ Level 2 Teaching Swimming**
- **SEQ Level 2 Coaching Open Water Swimming**
- **SEQ Level 3 Swim Coordinator**

It may also enable individuals to seek employment within the sport and active leisure sector or another related industry.

1.5 Objective of the qualification

The objectives of the qualification are to either:

- prepare individuals to progress to a qualification in the same subject area but at a higher level
- prepare individuals that require more specific knowledge, skills and understanding
- prepare individuals for employment
- support a role in the workplace, or
- give individuals personal growth and engagement in learning.

1.6 What the qualification covers

The qualification enables individuals to effectively plan, prepare, deliver and evaluate Babies and Toddlers swimming lessons independently. It also gives individuals the skills and confidence to provide quality and fun swimming lessons.

1.7 Structure of the qualification

The SEQ Level 2 Teaching Swimming to Babies and Toddlers qualification consists of the following Learning Outcomes and Assessment Criteria.

Please note that the term 'participants' throughout the table below relates to both the baby/toddler and/or their Responsible Adult.

SEQ Level 2 Teaching Swimming to Babies and Toddlers Qualification			
Learning outcomes <i>The Learner will be able to...</i>	Assessment criteria <i>The Learner can...</i>	Assessment requirements <i>The Learner has...</i>	Key learning content <i>The Tutor ensures...</i>
1. Understand the role and responsibilities	1.1 Explain relevant legal regulatory requirements	Explained the four legal regulatory requirements relevant to teaching swimming lessons from the list below: <ul style="list-style-type: none"> health and safety safeguarding equality and diversity data protection 	Learners understand the current legal regulatory requirements relevant to teaching swimming lessons, in relation to the following: <ul style="list-style-type: none"> health and safety, including Pool Safety Operating Procedures (PSOP), risk assessment and dynamic risk assessment safeguarding (e.g. duty of care) equality and diversity data protection including GDPR Or the in country equivalent versions.
	1.2 Explain the safety considerations of teaching Babies and Toddlers swimming lessons	Explained two safety considerations of teaching Babies and Toddlers swimming lessons	Learners understand and know the safety considerations for teaching Babies and Toddlers swimming lessons. Below are examples of safety considerations, other appropriate examples are accepted: <ul style="list-style-type: none"> industry standards PAS 520:2017 Safeguarding 0 to 4-year-old children within the teaching of swimming, including any associated professional photography – code of practice (or the in country equivalent versions) industry guidelines e.g. Safe Supervision and Submersion of Babies site specific Pool Safety Operating Procedures (PSOP)
	1.3 Describe the responsibilities of a Babies and Toddlers Swimming Teacher	Described four responsibilities of a Babies and Toddlers Swimming Teacher from the list as stated in the key learning content	Learners know and understand their responsibilities in relation to: <ul style="list-style-type: none"> ensuring the safety of participants teaching, developing and assessing participants the importance of monitoring physical development of participants ensuring participants are ready to take part in the lesson supervising and instructing the Swimming Assistant supervising and instructing Responsible Adults providing feedback to participants, Responsible Adults and customers positively engaging and building effective relationships with Responsible Adults and Swimming Assistants producing overviews and lesson plans to meet the needs of participants evaluating own performance to highlight areas for future development looking and behaving professionally following the code of ethics

2. Understand the role in promoting aquatics	2.1 Explain why developing physical literacy is important to participants development	Explained why developing physical literacy is important to participants development covering two aspects from the list as stated in the key learning content	<p>Learners understand why developing physical literacy is important to participant's development.</p> <p>Learners understand that physical literacy can be measured by a participants' age and physical development.</p> <p>The aspects of physical literacy are:</p> <ul style="list-style-type: none"> • simple movement and sports skills • confidence • motivation • improved ability • ability to choose own sport • healthy growth and development
	2.2 Describe the first two stages of the participant journey through aquatics	<p>Described the stage of the participant journey through aquatics ensuring that two key points are included for each stage</p> <p>The following two stages must be covered:</p> <ol style="list-style-type: none"> 1. Pre-School Swimming Framework 2. Learn to Swim Framework 	<p>Learners understand the participant journey through aquatics and the key points that relate to these from the Swim England Learn to Swim Programme's four Framework Stages:</p> <ol style="list-style-type: none"> 1. Pre-School Swimming Framework 2. Learn to Swim Framework 3. Aquatic Skills Framework 4. Adult Swimming Framework <p>Or the in country equivalent version.</p>
	2.3 Describe how to encourage lifelong participation in aquatics	Described two different ways to encourage lifelong participation in aquatics	<p>Learners understand the ways in which to encourage lifelong participation in aquatics.</p> <p>The following are examples; however other appropriate examples are accepted:</p> <ul style="list-style-type: none"> • promoting continued enjoyment within aquatics • signposting participants on to the next stage of aquatic development • signposting participants to other aquatic health and fitness and/or recreational activities • the importance of goal setting and regular attendance at sessions • the importance of positive interactions and the effects of negative interactions

2. Understand the role in promoting aquatics (continued)	2.4 Explain how to promote children's health and wellbeing	Explained how to promote children's health and wellbeing covering two different ways	<p>Learners are aware of the current health related guidance, for example the Chief Medical Officers' (CMO) Physical Activity Guidelines for early years or in country equivalent version.</p> <p>Learners understand the benefits of promoting children's good health and wellbeing and the role that Responsible Adults play in contributing to the health and wellbeing of their child.</p> <p>Learners understand and know how to use different ways to promote children's health and wellbeing in swimming lessons.</p> <p>The following are examples; however other appropriate examples are accepted:</p> <ul style="list-style-type: none"> • involvement in physical exercise from a young age • activities that include movement using all of the large muscle groups • promoting healthy eating and hydration • building a positive emotional bond between the Responsible Adult and child • developing social interaction with other children and adults • encouraging physical activities to practice when not in swimming lessons • general guidance for Babies and Toddlers when taking part in sport and physical activity
	2.5 Promote children's health and wellbeing	<p>Promoted a health and wellbeing example to a participant</p> <p>If the opportunities do not occur naturally, a question and answer session by the assessor will be undertaken and recorded on the observation record</p>	Learners are able to promote children's health and wellbeing as per the details given in the key learning content for Assessment Criteria 2.4.
3. Understand the development of Babies and Toddlers	3.1 Outline how the Early Years Foundation Stage areas of learning and development impact on the teaching of swimming lessons	Outlined one impact on the teaching of swimming lessons against each of the prime areas of the Early Years Foundation Stage across all three age groups	<p>Learners understand the Early Years Foundation Stage, or the in country equivalent, seven areas of learning and development.</p> <p>The three prime areas are:</p> <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional <p>The other four areas are:</p> <ul style="list-style-type: none"> • literacy • mathematics • understanding the world • expressive arts and design <p>Learners understand the impact the three prime areas have on the following age groups:</p> <ul style="list-style-type: none"> • 0-18 months • 18 months-3 years • 3-5 years

3. Understand the development of Babies and Toddlers <i>(continued)</i>	3.2 Describe the importance of play for 0-5 years' development	Described the importance of play for 0-5 years' development covering two key aspects from the list as stated in the key learning content	Learners understand the importance of play for 0-5 years' development from the Early Years Foundation Stages statutory framework from the Department of Education, or in country equivalent. The key aspects of play are: <ul style="list-style-type: none"> • develop language • build confidence • problem solving • turn taking behaviour • positive relationships • build imagination • retain the information better • learn quicker • physical development
	3.3 Explain the different types of play which can be incorporated into an activity	Explained the five different types of play which can be incorporated into an activity Wherever possible all types of play should be covered in one activity. However depending on the activity chosen, additional activities may be used if necessary	Learners understand the five different types of play and can explain how to incorporate them into a range of activities. Types of play: <ul style="list-style-type: none"> • physical – involves movement of the participant's body • social – involves interacting with one another; learning about different social interactions and understanding different emotions and feelings • risky – allows learning about risk taking under close supervision • imaginative – involves the use of imagination to act out positive roles participants have come into contact with • creative – involves experimenting with materials and music Examples of types of activities include the following, however other appropriate activities are accepted: <ul style="list-style-type: none"> • Simon says • Traffic lights • Hockey Cokey • Treasure Hunt • This is the way we... • A day out
4. Understand common Babies and Toddlers' health-related considerations	4.1 Describe the impact of common Babies and Toddlers health-related considerations in swimming lessons	Named two different common Babies and Toddlers health-related considerations from the list in the key learning content and described how to respond to each one during a swimming lesson	Learners understand the following common Babies and Toddlers' health-related considerations: <ul style="list-style-type: none"> • sickness and/or diarrhoea • conjunctivitis • ear infections • eczema • chicken pox • teething • participant who has not been vaccinated • recently vaccinated participant • pregnant Responsible Adult • accidental submersion • participant who is too hot or too cold Learners understand how to respond to common Babies and Toddlers' health-related considerations during a swimming lesson, for example: <ul style="list-style-type: none"> • appropriate actions to take • advice to Responsible Adults • when to advise a Responsible Adult to seek specialist support • limitations of their role

<p>5. Plan for swimming lessons</p>	<p>5.1 Produce overviews for a series of swimming lessons</p>	<p>Produced two overviews for a series of six swimming lessons which must include:</p> <ul style="list-style-type: none"> • one overview for ages 0-18 months • one overview for ages 18 months -3 years or 3-5 years <p>Each overview must include all the information as stated in the key learning content</p>	<p>Learners understand the importance of producing an overview for a series of lessons for a range of age groups.</p> <p>Learners know how to plan for a series of six lessons appropriate to the participants needs and the Swim England Pre-School Framework or in country equivalent.</p> <p>Overviews must include:</p> <ul style="list-style-type: none"> • age group • Discovery Duckling or Duckling Award(s) • two aims and two objectives for each lesson • progression of skills and strokes over the series of six lessons • outline of activities and practices that meet the aim, objective and age group
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<p>5. Plan for swimming lessons <i>(continued)</i></p>	<p>5.2 Produce a range of swimming lesson plans for delivery</p>	<p>Produced four swimming lesson plans for delivery which must cover all age groups:</p> <ul style="list-style-type: none"> • 0-18 months • 18 months-3 years • 3-5 years <p>Each lesson plan must:</p> <ul style="list-style-type: none"> • last 30 minutes • include three responsibilities and/or tasks for the Swimming Assistant and/or Responsible Adult • include three adaptations; one that must be for a participant with special educational needs, disabilities or with Long-Term Health Conditions (LTHC) and two for different ability groups • two aims and two objectives for two components of the lesson • two hazards and control measures • include all other information listed in the key learning content • cater for four participants and four Responsible Adults (four pairs) for the under 3 years' age groups • cater for four participants with either a Responsible Adult and/or Swimming Assistant for the 3-5 years age group 	<p>Learners understand the importance of planning swimming lessons for different participants, planning for adaptation, and how lesson plans build on from an overview of a series of lessons.</p> <p>Learners are able to produce lesson plans for delivery lasting 30 minutes each lesson, which must cover all age groups within the Swim England Pre-School Framework or the in country equivalent and cover all Core Aquatic Skills listed in the key learning content for Assessment Criteria 8.1.</p> <p>Lesson plans must include:</p> <ul style="list-style-type: none"> • information about the participants, the lesson and the environment • equipment • aims and objectives for each lesson • components of the lesson • timings • progressive practices and/or activities that meet the lesson aims and objectives • supports and holds • teaching points to participants and/or Responsible Adult/Swimming Assistant • organisation methods • role of the Swimming Assistant and/Responsible Adult to include three responsibilities and/or tasks • introduction • entry • warm up • main activity • contrasting activity • cool down if applicable • exit • conclusion • hazards specific to the lesson plan and control measures to minimise the risks • adaptations – to meet different ability groups and for participants with special educational needs, disabilities or with Long-Term Health Conditions (LTHC)
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6. Teach swimming lessons	6.1 Deliver a range of planned swimming lessons	<p>Delivered the four planned swimming lessons produced in Assessment Criteria 5.2</p> <p>Delivery must include plans covering all age groups:</p> <ul style="list-style-type: none"> • 0-18 months • 18 months-3 years • 3-5 years <p>Each lesson must:</p> <ul style="list-style-type: none"> • last 30 minutes • cater for four participants and four Responsible Adults (four pairs) for the under 3 years' age groups • cater for four participants with either a Responsible Adult and/or Swimming Assistant for the 3-5 years age group 	<p>Learners can deliver:</p> <ul style="list-style-type: none"> • a range of 30 minute planned swimming lessons • to a range of participants • to all age groups within the Swim England Pre-School Framework or in country equivalent • supervision and instruction to a Swimming Assistant • supervision and instruction to a Responsible Adult
	6.2 Demonstrate safe delivery of activities and practices in swimming lessons	<p>Demonstrated safe delivery of activities and practices in all swimming lessons</p> <p>Learners must have adhered to all of the following, collectively across the four planned swimming lessons:</p> <ul style="list-style-type: none"> • industry guidelines • Pool Safety Operating Procedures (PSOP) • risk assessment to include dynamic risk assessment • safety of self and others throughout the lesson 	<p>Learners can demonstrate safe delivery of activities and practices in swimming lessons to meet the needs of the participants, for example adhering to:</p> <ul style="list-style-type: none"> • current UK legislation requirements or the in country equivalent • Industry guidelines e.g. Safe Supervision and Safety Guidance on Submersion of Babies • Pool Safety Operating Procedures (PSOP) including operating procedures, emergency action plans and appropriate activities/practices for the pool environment • risk assessment to include dynamic risk assessment throughout the lesson to respond to potential hazards by changing the following: <ul style="list-style-type: none"> – positioning to maintain a view of all participants – practices to meet the participant's needs – appropriate spacing for the type of activity • safety of self and others throughout the lesson to include: <ul style="list-style-type: none"> – ensure children are appropriately nourished and hydrated during lessons – adhering to safeguarding policies e.g. Wavepower or the in country equivalent – providing appropriate support (to include to the Swimming Assistant and/or Responsible Adult) – safe pick up and drop off of participants – ensuring participants are appropriately supervised for toilet breaks

6. Teach swimming lessons (continued)	6.3 Identify the advantages and disadvantages of different types of swimming equipment	Identified an advantage and a disadvantage of one piece of swimming equipment from each of the three different types as stated in the key learning content	Learners understand the advantages and disadvantages for different types swimming equipment that must cover the specific types below. The examples provided against each type are not an exhaustive list and other appropriate equipment is accepted: <ul style="list-style-type: none"> • type one – pool equipment e.g. lane ropes, markers, pool dividers, flags or booms • type two – teaching equipment e.g. floats, balls, sinkers, egg flips, toys, watering cans, noodles, hoops, lesson plans or activity cards • type three – flotation equipment e.g. discs, armbands, shark fin, buoyancy belts, buoyancy jackets or noodles
	6.4 Explain the use of holds and supports	Explained the use of two different holds and/or supports from any of the four different types as listed in the key learning content	Learners know and understand how to provide different holds and supports for the four different types stated below, to meet the needs of the participant: <p>Type one – entry and exit holds and supports:</p> <ul style="list-style-type: none"> • lying • seated • up/down the steps • walk in • hoist <p>Type two – front holds and supports:</p> <ul style="list-style-type: none"> • yoke hold • shoulder support hold • cheek-to-cheek • front hold • use of flotation equipment <p>Type three – back holds and supports:</p> <ul style="list-style-type: none"> • yoke hold • shoulder support hold back • cheek-to-cheek • one hand hold on the back • use of flotation equipment <p>Type four – vertical holds and supports:</p> <ul style="list-style-type: none"> • seated hold • under arm hold
	6.5 Explain how to meet the needs of participants	Explained how to meet the needs of two different participants from the list as stated in the key learning content	Learners know and understand how to meet the needs of the following different participants in order to create an inclusive swimming lesson: <ul style="list-style-type: none"> • new to swimming lessons • experienced and confident around water • scared of water • negative previous experience around water • over confident • participant experiencing a learning plateau • unwilling to participate • under 5 years of age without a Responsible Adult in the water • special educational needs, disabilities or those with Long-Term Health Conditions (LTHC) • specific cultural requirements

6. Teach swimming lessons (continued)	6.6 Deliver teaching methods to meet participant needs	Delivered three teaching methods collectively across the four planned swimming lessons, from the list as stated in the key learning content to meet participant needs	<p>Learners understand and know how to teach the following methods to meet participant needs:</p> <ul style="list-style-type: none"> part whole guided discovery problem solving single stroke/skill multi stroke/skill <p>Learners understand how the above teaching methods would be adapted for the below situations:</p> <ul style="list-style-type: none"> deep water e.g. parent in chest depth water shallow water e.g. provides independence for the toddler whole group one Responsible Adult and baby/toddler to one teacher
	6.7 Deliver lesson organisational methods to meet participant needs	Delivered three lesson organisational methods collectively across the four planned swimming lessons, from the list as stated in the key learning content to meet participant needs	<p>Learners understand and know how to teach a range of appropriate lesson organisational methods and which are relevant to meet participant needs.</p> <p>Lesson organisation methods are:</p> <ul style="list-style-type: none"> whole group small groups/pairs waves cannon/domino circle activities circuits random spacing
	6.8 Implement adaptations to meet needs of participants	<p>Implemented an adaption for two different changes to meet the needs of participants</p> <p>The two different changes must include:</p> <ul style="list-style-type: none"> one change in participant one change in pool environment 	<p>Learners understand and know how to implement suitable adaptations and the importance of adapting to meet both the physical and emotional needs of participants to support the individual's progress and to create an inclusive swimming lesson.</p> <p>A change in the needs of participant, may include the following, other appropriate examples are accepted:</p> <ul style="list-style-type: none"> illness or injury to participant or Responsible Adult sudden or excessive anxiety new participant/Responsible Adult involved in the lesson participant who is ready to move up special educational needs, disabilities or those with Long-Term Health Conditions (LTHC) <p>A change in the pool environment, may include the following, other appropriate examples are accepted:</p> <ul style="list-style-type: none"> reduction in space lack of equipment change in the temperature of the water different pool layouts/types <p>Adaptations may include the following, other appropriate examples are accepted:</p> <ul style="list-style-type: none"> change teaching practices/activities to meet the needs of individual participants ability to reinforce/repeat earlier practices to support individual progress, physical and/or emotional needs

6. Teach swimming lessons <i>(continued)</i>	6.9 Assess participants	<p>Assessed two different participants at the correct level, in line with the Swim England Pre-School Framework or the in country equivalent</p> <p>One participant is classed as one from a Discovery Duckling Award 1, 2, 3 or 4</p> <p>The other participant is classed as one from a Duckling Award 1, 2, 3 or 4</p>	<p>Learners know and can carry out correct level participant assessment in line with the Swim Pre-School Framework or the in country equivalent:</p> <ul style="list-style-type: none"> Discover Duckling Awards 1 – 4 (0 – 2 years) Duckling Awards 1 – 4 (2 – 5 years) <p>Learners know how to and understand the importance of monitoring and recording participant progress including the different stages of assessment and their purpose.</p> <p>The different stages of assessment are:</p> <ul style="list-style-type: none"> initial ongoing summative <p>The monitoring and recording of assessment may include for example:</p> <ul style="list-style-type: none"> provide evidence of learner achievement against expected standards record assessment e.g. tick sheets, registers, reports or electronic devices
7. Demonstrate lesson management skills	7.1 Use positive behaviour strategies with a participant	<p>Used three positive behaviour strategies collectively across the four planned swimming lessons, from the list as stated in the key learning content with a participant</p> <p>If the opportunity does not occur for three positive behaviour strategies to be used with one participant, more than one participant can be used to demonstrate the three behaviour strategies</p>	<p>Learner understand and know how to use a range of positive behaviour strategies to support participant's physical development and emotional needs to create a positive learning environment.</p> <p>The positive behaviour strategies are:</p> <ul style="list-style-type: none"> develop a rapport goal setting praise positive reinforcement reward/incentives recognition of achievement
	7.2 Demonstrate lesson behaviour management skills	<p>Demonstrated three lesson behaviour management skills collectively across the four planned swimming lessons, from the list as stated in the key learning content</p>	<p>Learners understand and know how to demonstrate lesson behaviour management skills suitable for the lesson and needs of the participants.</p> <p>Lesson behaviour management skills are:</p> <ul style="list-style-type: none"> setting rules managing expectations consistency of approach managing conflicts participant sanctions
	7.3 Demonstrate time management skills	<p>Demonstrated two time management skills collectively across the four planned swimming lessons, from the list as stated in the key learning content</p>	<p>Learners understand and know how to demonstrate time management skills suitable for the lesson.</p> <p>Time management skills are:</p> <ul style="list-style-type: none"> arrive with sufficient time brief the Swimming Assistant/Responsible Adult before the lesson set up equipment and resources in advance start and finish the lesson on time follow lesson plan timings, adapt if necessary

7. Demonstrate lesson management skills <i>(continued)</i>	7.4 Supervise and instruct those supporting participants	Supervised and instructed either a Responsible Adult or a Swimming Assistant in a swimming lesson, covering the following: <ul style="list-style-type: none"> • brief them before the lesson • ensure they carry out their roles and responsibilities • provide feedback 	Learners understand and are able to supervise and instruct the Responsible Adult and/or Swimming Assistant in the following ways: <ul style="list-style-type: none"> • brief them before the lesson • ensure they carry out their roles and responsibilities • provide feedback to support the development of technical delivery • provide feedback to support the development of interpersonal skills • provide feedback to positively reinforce and maintain good practice
8. Develop participants Core Aquatic Skills	8.1 Outline the Core Aquatic Skills	Outlined all nine Core Aquatic Skills as listed in the key learning content, needed in swimming providing two examples for each one: <ul style="list-style-type: none"> • entry • exit • buoyancy and balance • rotation and orientation • streamlining • aquatic breathing • travel and coordination • water safety • health and wellbeing 	Learners know what the Core Aquatic Skills are, and how they can be embedded within swimming activities. Examples against each Core Aquatic Skill are included below, these examples are not an exhaustive list, other appropriate examples are accepted: <ul style="list-style-type: none"> • entry e.g. lying • exits e.g. up the steps • buoyancy and balance e.g. floating on the front/back • rotation and orientation e.g. log roll • streamlining e.g. push and glide on the front/back • aquatic breathing e.g. blowing bubbles • travel and coordination e.g. front paddle • water safety e.g. enter, turn, return • health and wellbeing e.g. warm ups, cool down, nutrition, hydration and active for life
	8.2 Deliver fun activities that teach the Core Aquatic Skills	Delivered all nine of the Core Aquatic Skills from the list as stated in the key learning content for Assessment Criteria 8.1, collectively across the four planned swimming lessons using fun activities	Learners know about different fun activities and how to use them to teach the Core Aquatic Skills as stated in the key learning content for Assessment Criteria 8.1. Fun activity examples may include the following, other appropriate examples are accepted: <ul style="list-style-type: none"> • games • songs and inclusive nursery rhymes (with actions) • themes e.g. weather, superheroes, trip to the zoo • educational e.g. colours, counting, letters

<p>8. Develop participants Core Aquatic Skills <i>(continued)</i></p>	<p>8.3 Teach the Core Aquatic Skills using progressive practices and activities</p>	<p>Taught all nine of the Core Aquatic Skills from the list as stated in the key learning content for Assessment Criteria 8.1, collectively across the four planned swimming lessons, using appropriate progressive practices and/or activities as described in the key learning content</p>	<p>Learners can teach appropriate progressive practices and activities for all Core Aquatic Skills listed in the key learning content for Assessment Criteria 8.1.</p> <p>Progressive practices and/or activities are appropriate if they:</p> <ul style="list-style-type: none"> • meet the aims and objectives of the lesson • meet the age and ability of the participants • progress in difficulty • positively transfer to another practice/activity • are appropriate to the pool environment e.g. depth, freeboard, space, teaching equipment
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9. Demonstrate effective communication skills	9.1 Use verbal and non-verbal communication skills	<p>Used three verbal and three non-verbal communication skills from the list as stated in the key learning content, for each of the two different individuals</p> <p>One individual is classed as a participant</p> <p>The other individual is classed as either a Swimming Assistant and/or a Responsible Adult</p>	<p>Learners understand how to communicate verbally and non-verbally with a range of individuals including participant(s), Responsible Adults and the Swimming Assistants.</p> <p>Verbal communication:</p> <ul style="list-style-type: none"> • volume • tone • language • terminology • teaching points • active listening • questioning <p>Non-verbal communication:</p> <ul style="list-style-type: none"> • gestures • body language (including facial expressions) • demonstrations • positioning • visual aids e.g. cue card, laminated pictures, videos, participant demonstration
	9.2 Demonstrate professional conduct	<p>Demonstrated three examples of professional conduct from the list as stated in the key learning content</p>	<p>Learners understand and know how to conduct themselves professionally both in appearance and behaviour with a range of individuals, such as with prospective customers, participants, Responsible Adults and colleagues.</p> <p>Below are examples of professional conduct, other appropriate examples are accepted:</p> <ul style="list-style-type: none"> • dressed appropriately • punctual • respectful • honest • positive • non-judgemental • consistent • respectful of participants and other professionals • professional boundaries e.g. knowing limitations of the role
10. Evaluate own performance	10.1 Complete a self-evaluation of own performance	<p>Completed one self-evaluation that collectively covers all four delivered swimming lessons</p> <p>The self-evaluation must include all areas of own performance as listed in the key learning content</p> <p>There should be one strength and one area of improvement against each performance area. However as the self-evaluation is specific to each individual and covers four lessons there may be more entries</p>	<p>Learners know how to and have collected feedback to support the review of lesson delivery and self-evaluation.</p> <p>Learners understand the importance of and can undertake self-evaluation and how their evaluation can help to improve their own performance for future lesson delivery.</p> <p>Self-evaluation is identifying strengths and areas for improvement for own performance.</p> <p>The following are the areas of own performance:</p> <ul style="list-style-type: none"> • planning • management skills e.g. safety, behaviour and time • teaching practices and activities • adaptations to meet participant needs • assessment skills • communication skills (learners understand the importance of listening as a two-way process) • working with others e.g. Responsible Adult and/or Swimming Assistant

11. Plan for professional development	11.1 Complete a professional development plan	<p>Completed a professional development plan which includes:</p> <ul style="list-style-type: none"> • two areas of professional development • how the areas for development will be achieved • what resources and/or support will be needed 	<p>Learners understand the importance of professional development and know how to self-reflect on their knowledge, skills and abilities to identify areas for improvement.</p> <p>Examples of professional development include the following, other appropriate examples are accepted:</p> <ul style="list-style-type: none"> • increase their knowledge • improve their planning and delivery • develop their communication skills • positively reinforce and maintain good practice <p>The opportunities and resources the learner could access in order to achieve their goals include the below examples, other appropriate examples are accepted:</p> <ul style="list-style-type: none"> • progression onto other courses/qualifications • attending workshops or seminars • observation of discipline specific Teachers/Coaches • further training and education • independent research • working with an experienced mentor
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2 Learning programme and delivery

The SEQ Level 2 Teaching Swimming to Babies and Toddlers Total Qualification Time has been set at 60 hours. The individual has 12 months to complete the qualification from the first day of registration.

We advise that individuals utilise appropriate resources recommended by the Approved Training Centre to support learning and development. For example, this might be the current version of the Swim England text book.

If an individual has significant experience in relevant aspects of the qualification, then the hours may be less and conversely there may be individuals who require more time. This should be determined by the Approved Training Centre prior to the start of the course.

Only Approved Training Centres can deliver our qualifications. Further information on becoming an Approved Training Centre can be provided by contacting us via the details at the end of this document.

Our qualifications are designed to be flexible in their delivery. As such Approved Training Centre's have the flexibility to deliver in the most appropriate way to meet the needs of the individual whilst ensuring that the requirements of the qualification are met.

Approved Training Centres are responsible for the recruitment and selection of individuals onto their programme and they should ensure that appropriate information and advice about the qualification is provided so that the individual has realistic expectations. Individuals should also receive an induction to clarify expectations as well as ensure understanding of any legal requirements such as safeguarding and health and safety. The learning programme and delivery should ensure individuals have the opportunity to practise their skills and put the learning from the programme into practice.

It is recommended that Approved Training Centres complete an initial assessment with individuals prior to them starting their learning programme. This ensures that any prior learning can be taken into account, any support needs identified and that the aspirations of the individual are understood. Approved Training Centres may identify that an individual already has the knowledge, skills and abilities to achieve the qualification from their previous experiences. In this case the Approved Training Centre may be able to progress the individual straight to assessment.

3 Assessment

3.1 Assessment Summary

The purpose of assessment is to ensure that effective learning has taken place and to enable individuals the opportunity to demonstrate their learning through the achievement of all the Learning Outcomes and Assessment Criteria.

3.2 Assessment Process

The Approved Training Centre undertakes the assessment. This is referred to as internal assessment.

All evidence produced by the individual must be their own, and in English.

All Learning Outcomes and Assessment Requirements must be achieved.

3.3 Assessment Tasks

Assessment is made up of a number of activities that are set by Swim England Qualifications and include:

- **Theoretical Questions**
- **Overviews**
- **Lesson plans**
- **Observation record**
- **Self-Evaluation and Professional Development Plan**

For Approved Training Centres that wish to develop their own assessment activities they should refer to the related qualification SEQ Assessment Strategy.

3.4 Authenticity

All work completed for assessment must be the individuals own original work, and in English.

All individuals must sign the Declaration of Authenticity to declare that the work they have produced is their own.

3.5 Grading

This qualification is not graded, individuals will either pass or fail. In order for an individual to pass they must have achieved all the Learning Outcomes, Assessment Criteria and Assessment Requirements.

3.6 Enquiries and Appeals

Details are provided in our Enquiries and Appeals Policy which can be found on the Swim England Qualifications website.

4 Reasonable Adjustments and Special Considerations

We are committed to providing fair access for all individuals without compromising the qualification standards, requirements or assessment.

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

5 Legal Requirements

Approved Training Centres are responsible for ensuring;

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

6 Workforce

In order to deliver the teaching, learning and assessment of this qualification, Approved Training Centres must only use Educators licensed by Swim England Educator Training.

7 Conflicts of Interest

Approved Training Centres should refer to our Conflict of Interest Policy.

Individuals should refer to their Approved Training Centres for advice and guidance regarding Conflicts of Interest.

8 Dealing with Malpractice

Details are provided in our Malpractice Policy which can be found on the Swim England Qualifications website.

9 Terminology

Learning outcomes: specifies the abilities that are to be assumed for an individual that has achieved the qualification.

Assessment criteria and requirements: specifies what it was the individual had to be checked against before an award is given.

Key learning content: provides breadth and depth and an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment.

10 Contact points

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11 Head office address

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