SEQ **LEVEL 2**

Teaching Swimming

FULL SPECIFICATION

(QAN): 603/2574/4

Welcome to the SEQ
Level 2 Teaching Swimming
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.
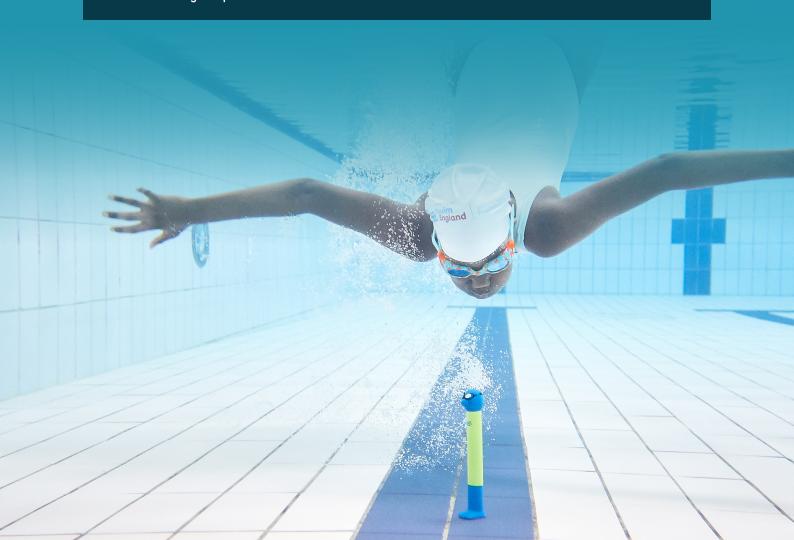Our qualifications are designed to:

- 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**.

Contents

1   Introduction to the qualification

1.1   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 Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Swimming Teacher Practitioner membership.

CIMSPA maintain 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 sectors minimum deployment standards.

1.2   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.

If an individual has already achieved our SEQ Level 2 Teaching Swimming to Babies and Toddlers 2022 version 3 qualification and progresses on to the SEQ Level 2 Teaching Swimming 2022 version 4 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 to Babies and Toddlers 2022 version 3 to this SEQ Level 2 Teaching Swimming 2022 version 4 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.

1.3   About this qualification

Qualification title:	**SEQ Level 2 Teaching Swimming**
Qualification number:	**603/2574/4**
Qualification Level:	**2**
Registration Period:	**12 months from the first day of registration**
Total Qualification Time (TQT):	**62 hours**
Guided Learning (GL):	**52 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 with either the SEQ Level 1 Swimming Assistant (Teaching) and/or SEQ Level 2 Teaching Swimming to Babies and Toddlers.

1.4   Who the qualification is for

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

- **SEQ Level 1 Swimming Assistant (Teaching) qualification,** or
- **SEQ Level 2 Teaching Swimming to Babies and Toddlers qualification**

In order to enable them to develop their knowledge, skills and confidence to teach swimming lessons.

1.5   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 to Babies and Toddlers**
- **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.

1.6   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.

1.7   What the qualification covers

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

1.8 Structure of the qualification

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

SEQ Level 2 Teaching Swimming			
Learning outcomes *The Learner will be able to...*	**Assessment criteria** *The Learner can...*	**Assessment requirements** *The Learner has...*	**Key learning content** *The Tutor ensures...*
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: • 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: • 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. Learners understand the limitations of their role in respect of current legal regulatory requirements and the role and responsibilities of other colleagues relevant to the swimming environment. Examples of other colleagues include, but aren't limited to: • Swim Coordinator • Duty Manager • Lifeguards • Safeguarding Officers
	1.2 Explain the safety considerations of teaching from the poolside and in the water	Explained two safety considerations which must include: • one safety consideration of teaching from the poolside • one safety consideration of teaching from in the water	Learners understand and know the safety considerations for teaching swimming lessons from the poolside and in the water. Below are examples of safety considerations, other appropriate examples are accepted: • site specific Pool Safety Operating Procedures (PSOP) • Industry guidelines e.g. Safe Supervision and Wavepower • pool environment; design, depth, glare, water clarity • participants; height, experience, ability, confidence both physically and emotionally • participant: teacher ratio
	1.3 Describe the responsibilities of a Swimming Teacher	Described four responsibilities of a Swimming Teacher from the list as stated in the key learning content	Learners know and understand their responsibilities in relation to: • ensuring the safety of participants • teaching, developing and assessing participants • ensuring participants are ready to take part in the lesson • supervising and instructing the Swimming Assistant • providing feedback to participants and customers • 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 • when and who to report incidents to • limitations of own role

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	Learners understand why developing physical literacy is important to participant's development. Learners understand that physical literacy can be measured by a participants' age and physical development. The aspects of physical literacy are: • 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	Described the stage of the participant journey through aquatics ensuring that two key points are included for each stage The following two stages must be covered: 1. Pre-School Swimming Framework 2. Learn to Swim Framework	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 frameworks stages: 1. Pre-School Swimming Framework 2. Learn to Swim Framework 3. Aquatic Skills Framework 4. Adult Swimming Framework Or the in country equivalent version.
	2.3 Explain how to adapt to meet the differences in school swimming lessons	Explained two different adaptations to meet the differences in school swimming lessons from a Learn to Swim lesson	Learners understand the importance of school swimming lessons and know how a school swimming lesson differs from a Swim England Learn to Swim lesson or the in country equivalent. The following are examples; however other appropriate examples are accepted: • larger class sizes • mixed ability groups • different framework outcomes • different expected standards • emphasis on water safety
	2.4 Describe how to encourage lifelong participation in aquatics	Described two different ways to encourage lifelong participation in aquatics	Learners understand the ways in which to encourage lifelong participation in aquatics. The following are examples; however other appropriate examples are accepted: • 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

2. Understand the role in promoting aquatics *(continued)*	2.5 Outline how swimming related products and services promote retention	Outlined two different swimming related products or services that promote retention of participants	Learners know and understand how to promote retention of participants in swimming using a variety of products and/or services. The following are examples; however other appropriate examples are accepted: • varied swimming programme • inclusive programme and services • incentive schemes • Swim England awards i.e. certificates and badges • crash course or top up lessons • varied and specialised swimming equipment • Swim England My Learn to Swim App • other services within a centre or club • Swim England resources for parents, teachers and participants
3. Plan for swimming lessons	3.1 Produce overviews for a series of swimming lessons	Produced two overviews for a series of six swimming lessons which must include: • one overview from Stages 1, 2 or 3 • one overview from Stages 4, 5, 6 or 7 Each overview must include all the information as stated in the key learning content	Learners understand the importance of producing an overview for a series of lessons for a range of ability groups. Learners know how to plan for a series of six lessons appropriate to the participants needs and the Swim England Learn to Swim Framework stages 1-7 or in country equivalent. Overviews must include: • Swim England Learn to Swim stage or equivalent • 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 stage

| 3. Plan for swimming lessons *(continued)* | 3.2 Produce a range of swimming lesson plans for delivery | Produced six swimming lesson plans for delivery which must cover all ability groups listed below:
• Stage 1 or 2 (water confidence)
• Stage 3 (body position)
• Stage 4 or 5 (legs and arms)
• Stage 6 or 7 (breathing and timing)

Each lesson plan must:
• last 30 minutes
• include three responsibilities and/or tasks for the Swimming Assistant
• 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
• one lesson plan must cater for eight or more participants, the remaining five lesson plans must cater for four or more participants | 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.

Learners understand the importance of and how to collect data and information, keeping it secure in line with organisation procedures and Data Protection/GDPR requirements prior to, during and after lesson delivery. The data and information collected would inform the lesson plans and may include, but isn't limited to:
• participants with special educational needs and/or disabilities and details to inform adaptations
• participants with Long-Term Health Conditions (LTHC) and details to inform adaptations
• participant names and age ranges to inform the Learn to Swim stage
• responsible adult details
• new known details that may require adaptations
• previous assessment outcomes

This information may be collected manually and/or accessed via electronic systems.

Learners are able to produce lesson plans for delivery lasting 30 minutes each lesson, which must cover all ability groups within the Swim England Learn to Swim Framework or in country equivalent and cover all Core Aquatic Skills listed in the key learning content for Assessment Criteria 6.1 and the four swimming strokes in Assessment Criteria 7.1.

Lesson plans must include:
• 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
• teaching points to participants
• organisation methods
• role of the Swimming Assistant 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) |

4. Teach swimming lessons	4.1 Deliver a range of planned swimming lessons	Delivered the six planned swimming lessons produced in Assessment Criteria 3.2 Delivery must include plans covering all ability groups: • Stage 1 or 2 (water confidence) • Stage 3 (body position) • Stage 4 or 5 (legs and arms) • Stage 6 or 7 (breathing and timing) Each lesson must: • last 30 minutes • one lesson must cater for eight or more participants. The remaining five lessons must cater for four or more participants	Learners can deliver: • a range of 30 minute planned swimming lessons • to a range of participants • to all ability groups with the Swim England Learn to Swim Framework stages 1-7 or equivalent • supervision and instruction to a Swimming Assistant

	4.2 Demonstrate safe delivery of activities and practices in swimming lessons	Demonstrated safe delivery of activities and practices in all swimming lessons
		
		Learners must have adhered to all of the following, collectively across the six planned swimming lessons:
		• industry guidelines
		• Pool Safety Operating Procedures (PSOP)
		• risk assessment to include dynamic risk assessment
		• safety of self and others throughout the lesson
			Learners can demonstrate safe delivery of activities and practices in swimming lessons to meet the needs of the participants, for example adhering to:
			• current UK legislation requirements or the in country equivalent
			• industry guidelines e.g. Safe Supervision
			• Pool Safety Operating Procedures (PSOP) including normal 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:
			  – 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:
			  – adhering to safeguarding policies e.g. Wavepower or the in country equivalent
			  – providing appropriate support (to include to the Swimming Assistant and/or parent)
			  – safe pick up and drop off of participants
			  – ensuring participants are appropriately supervised for toilet breaks

4. Teach swimming lessons *(continued)*	4.3 Explain the influence of scientific principles on a participant in the water	Explained the influence of the three scientific principles listed in the key learning content, on a participant in the water	Learners understand how the scientific principles, depth and temperature of water affects participants learning and progression across a range of Core Aquatic Skills listed in the key learning content for Assessment Criteria 6.1 and the four swimming strokes in Assessment Criteria 7.1. The scientific principles are: • buoyancy • propulsion • resistance
	4.4 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: • 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
	4.5 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: • 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 • special educational needs, disabilities or those with Long-Term Health Conditions (LTHC) • specific cultural requirements
	4.6 Deliver teaching methods to meet participant needs	Delivered three teaching methods collectively across the six planned swimming lessons, from the list as stated in the key learning content to meet participant needs	Learners understand and know how to teach the following methods to meet participant needs: • whole part whole • part whole • guided discovery • problem solving • single stroke/skill • multi stroke/skill Learners understand how the above teaching methods would be adapted for the below situations: • deep water • shallow water • whole group • one to one
	4.7 Deliver lesson organisational methods to meet participant needs	Delivered three lesson organisational methods collectively across the six planned swimming lessons, from the list as stated in the key learning content to meet participant needs	Learners understand and know how to teach a range of appropriate lesson organisational methods and which are relevant to meet participant needs. Lesson organisation methods are: • whole group • small groups/pairs • waves • cannon/domino • circuits • random spacing • lane discipline

4. Teach swimming lessons *(continued)*	4.8 Implement adaptations to meet needs of participants	Implemented an adaptation to meet the needs of two different participants	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. A change in the needs of participant, may include the following, other appropriate examples are accepted: • illness or injury to participant • sudden or excessive anxiety • new participant involved in the lesson • participant who is ready to move up • special educational needs, disabilities or those with Long-Term Health Conditions (LTHC) Adaptations may include the following, other appropriate examples are accepted: • 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
	4.9 Assess participants	Assessed two different participants at the correct level, in line with the Swim England Learn to Swim Framework stages 1-7 or the in country equivalent One participant is classed as one from a Stage 1, 2 or 3 The other participant is classed as one from a Stage 4, 5, 6 or 7	Learners know and can carry out correct level participant assessment in line with the Swim England Learn to Swim Framework stages 1-7 or the in country equivalent. Learners know how to and understand the importance of monitoring and recording participant progress including the different stages of assessment and their purpose. The different stages of assessment are: • initial • ongoing • summative The monitoring and recording of assessment may include for example: • provide evidence of learner achievement against expected standards • record assessment e.g. tick sheets, registers, reports or electronic devices
5. Demonstrate lesson management skills	5.1 Use positive behaviour strategies with a participant	Used three positive behaviour strategies collectively across the six planned swimming lessons, from the list as stated in the key learning content with a participant. 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.	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. The positive behaviour strategies are: • develop a rapport • goal setting • praise • positive reinforcement • reward/incentives • recognition of achievement

5. Demonstrate lesson management skills *(continued)*	5.2 Demonstrate lesson behaviour management skills	Demonstrated three lesson behaviour management skills collectively across the six planned swimming lessons, from the list as stated in the key learning content	Learners understand and know how to demonstrate lesson behaviour management skills suitable for the lesson and needs of the participants. Lesson behaviour management skills are: • setting rules • managing expectations • consistency of approach • managing conflicts • participant sanctions
	5.3 Demonstrate time management skills	Demonstrated two time management skills collectively across the six planned swimming lessons, from the list as stated in the key learning content	Learners understand and know how to demonstrate time management skills suitable for the lesson. Time management skills are: • 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
	5.4 Supervise and instruct those supporting participants	Supervised and instructed a Swimming Assistant in a swimming lesson, covering the following: • 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 Swimming Assistant in the following ways: • 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
6. Develop participants Core Aquatic Skills	6.1 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: • 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: • entry to include dives linked to Stage 7 of Swim England Learn to Swim Framework outcomes or equivalent • exits e.g. up the steps • buoyancy and balance e.g. floating on the front/back • rotation and orientation e.g. somersault • streamlining e.g. push and glide on the front/back • aquatic breathing e.g. blowing bubbles • travel and coordination to include sculling e.g. head first sculling • water safety e.g. straddle entry, safe self-rescue, HELP/HUDDLE position, shout and signal rescue, swimming in clothes and water safety code • health and wellbeing e.g. warm ups, cool down, nutrition, hydration and active for life

| 6. Develop participants Core Aquatic Skills *(continued)* | 6.2 Teach the Core Aquatic Skills using progressive practices and activities | Taught all nine of the Core Aquatic Skills collectively across the six planned swimming lessons, using appropriate progressive practices and/or activities as described in the key learning content

The nine Core Aquatic Skills are:
• entry to include dives linked to Stage 7 of Swim England Learn to Swim Framework outcomes or equivalent
• exit
• buoyancy and balance
• rotation and orientation
• streamlining
• aquatic breathing
• travel and coordination
• water safety
• health and wellbeing | Learners can teach progressive practices and activities for all Core Aquatic Skills listed in the key learning content for Assessment Criteria 6.1.

Progressive practices and/or activities are appropriate if they:
• 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 |
| | 6.3 Identify common faults in Core Aquatic Skills | Identified one common fault for each of the nine Core Aquatic Skills listed in the Assessment Requirements for Assessment Criteria 6.1 | Learners know how to complete accurate skill analysis across a range of Core Aquatic Skills in order to be able to identify common faults within these skills.

Common faults across all Core Aquatic Skills include the following. This list is not exhaustive and other appropriate faults are accepted:
• entry e.g. head lifted during a dive
• buoyancy and balance e.g. legs low in the water when performing a horizontal floating position
• streamlining e.g. not streamlined when performing a push and glide
• health and wellbeing e.g. participant not moving/ swimming at an appropriate pace for warm up/cool down, insufficient rest periods, participant turning up late and not completing a warm up, not having a pre shower |

6. Develop participants Core Aquatic Skills *(continued)*	6.4 Implement correction methods for Core Aquatic Skills	Implemented one correction method for each of the nine Core Aquatic Skill listed in the Assessment Requirements for Assessment Criteria 6.1	Learners are able to implement a range of correction methods for each of the Core Aquatic Skills listed in the key learning content for Assessment Criteria 6.1. The correction method examples provided below are not an exhaustive list and other appropriate corrections are accepted: • change teaching point • change equipment • change activity • ask questions • provide constructive feedback • provide reassurance • observe participant or Swimming Assistant demonstration
7. Develop participants swimming strokes	7.1 Describe key features of the component parts of swimming strokes	Described two key features for each of the five component parts for two swimming strokes as stated in the key learning content	Learners understand the key features of all component parts of all four swimming strokes. The key features are the Swim England expected stroke standards or in country equivalent. The component parts are: • body position • leg action • arm action • breathing • timing The swimming strokes are: • butterfly • backstroke • breaststroke • front crawl
	7.2 Teach the swimming strokes using progressive practices and activities	Taught all four of the swimming strokes collectively across the six planned swimming lessons, using appropriate progressive practices and/or activities as described in the key learning content The four swimming strokes are: • butterfly • backstroke • breaststroke • front crawl	Learners know the FINA Swimming Rules and Swim England expected stroke standards or the in country equivalent in relation to the four swimming strokes. Learners can teach appropriate progressive practices and activities for all four swimming strokes listed in the key learning content for Assessment Criteria 7.1. The swimming strokes are: • butterfly • backstroke • breaststroke • front crawl Progressive practices and activities are appropriate if they: • 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 pool environment e.g. depth, freeboard, space, teaching equipment
	7.3 Identify common faults in swimming strokes	Identified two different common faults for each of the four swimming strokes listed in the Assessment Requirements for Assessment Criteria 7.2	Learners know how to complete accurate stroke analysis for each of the four swimming strokes in order to be able to identify common faults within these strokes. The following are examples of common faults across all four swimming strokes, this list is not exhaustive and other appropriate faults are accepted: • butterfly e.g. excessive undulation • backstroke e.g. low kick • breaststroke e.g. uneven kick • front crawl e.g. lifting the head forward to breath

7. Develop participants swimming strokes	7.4 Implement correction methods to swimming strokes	Implemented two correction methods for each of the four swimming stroke listed in the Assessment Requirements for Assessment Criteria 7.2	Learners are able to implement a range of correction methods for each of the four swimming strokes listed in the key learning content for Assessment Criteria 7.1. The correction method examples provided below are not an exhaustive list and other appropriate corrections are accepted: • change teaching point • change equipment • change activity • ask questions • provide constructive feedback • provide reassurance • observe participant or Swimming Assistant demonstration
8. Demonstrate effective communication skills	8.1 Use verbal and non-verbal communication skills	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 One individual is classed as a participant The other is classed as a Swimming Assistant	Learners understand how to communicate verbally and non-verbally with a range of individuals including participant(s), Responsible Adults and the Swimming Assistants. Verbal communication: • volume • tone • language • terminology • teaching points • active listening • questioning Non-verbal communication: • gestures • body language (including facial expressions) • demonstrations • positioning • visual aids e.g. cue card, laminated pictures, videos, participant demonstration
	8.2 Demonstrate professional conduct	Demonstrated three examples of professional conduct from the list as stated in the key learning content	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. Below are examples of professional conduct, other appropriate examples are accepted: Professional conduct examples: • dressed appropriately • punctual • respectful • honest • positive • non-judgemental • consistent • respectful of participants and other professionals • professional boundaries e.g. knowing limitations of their role

9. Evaluate own performance	9.1 Complete a self-evaluation of own performance	Completed one self-evaluation that collectively covers all six delivered swimming lessons The self-evaluation must include all areas of own performance as listed in the key learning content 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 six lessons there may be more entries	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. Self-evaluation is identifying strengths and areas for improvement for own performance. The following are the areas of own performance • planning • management skills e.g. safety, behaviour and time • teaching practices and activities • adaptations to meet participant needs • assessment skills • communication skills • working with others e.g. Swimming Assistant
10.Plan for professional development	10.1 Complete a professional development plan	Completed a professional development plan which includes: • two areas of professional development • how the areas for development will be achieved • what resources and/or support will be needed	Learners understand the importance of professional development and know how to self-reflect on their knowledge, skill and abilities to identify areas for improvement. Examples of professional development include the following, other appropriate examples are accepted: • increase their knowledge • improve their planning and delivery • develop their communication skills • positively reinforce and maintain good practice The opportunities and resources the learner could access in order to achieve their goals include the below examples, other appropriate examples are accepted: • 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

2   Learning programme and delivery

The SEQ Level 2 Teaching Swimming Total Qualification Time has been set at 62 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**
- **Self-Evaluation**
- **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 sound 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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