SQA / UKCC Level 1 Certificate for Teaching Aquatics

Course Syllabus
Overview

This qualification is aimed at those interested in supporting the teaching programme in a learn to swim environment utilising Scottish Swimming’s Learn to Swim Programme or equivalent scheme.

Scottish Credit and Qualifications Framework (SCQF) and United Kingdom Coaching Certificate (UKCC)

This qualification is recognised as a UKCC Level 1 and is on the SCQF as a National Progression Award at Level 4. In order to achieve the qualification Candidates must achieve Units 1 and 2.

Pre-requisites

Candidates must be at least 16 years of age at the commencement of the learning programme.

Introduction

The Level 1 Certificate for Teaching Aquatics is an all-inclusive qualification that sits as the first formally assessed qualification on the teaching qualifications pathway. Unit 1 is a common unit to all of the aquatic strands (Teaching Aquatics, Swimming Coaching, Diving, Synchronised Swimming and Water Polo) and has a focus on the “how to coach” skills with the technical emphasis on movement literacy (as defined by the Long Term Athlete Development framework for swimming). It is envisaged that this unit can be delivered to all Teachers/Coaches who wish to work in the aquatic environment. Unit 2 has a focus on teaching aquatics; technical knowledge and practical skills that will allow the Coach to fulfil the following Role Descriptor.

Role Descriptor

Once qualified the holder of the Level 1 Certificate for Aquatic Teaching is able to actively support a more senior qualified / licensed aquatic teacher at any level, in the delivery of a pre-prepared session. This person will be expected to have an understanding of the aquatic and a basic understanding of appropriate correction to common aquatic faults.

Format

The qualification is designed to be delivered using a combination of theory and practice throughout Unit 1 and Unit 2.

Length of Learning Programme

21 hours theory (including 1 hour written knowledge test)
11 hours practical

Four hours per candidate of practical teaching and may include some of the following:

- Peer observation.
- Peer feedback.
- Tutor demonstration.
- Candidate in the water.
NB: The exact detail of what is covered in the practical session will be decided by the course Tutor on how best to deliver the learning programme. Flexibility is allowed in order that the practical element of the course criteria best suits the prior knowledge and experience of the candidates attending.

**Depth of knowledge**
The level and depth of knowledge required for the qualification is described in the Level 1 Log Book and the additional candidate resources provided as part of the learning programme.

**Assessment and Verification**
Assessment is by the course tutor/assessor and will cover the following:
- Practical coaching through the use of an observation checklist plus one formal 15-minute assessment to meet the criteria of UKCC.
- Theoretical knowledge through the use of an examined knowledge test.
- Planning, preparation and associated tasks through the completion of a candidate log book.

Courses leading to a SQA qualification are subject to internal and external verification on a sampling basis.

**Progression**
Achievement of this qualification may enable the candidate to secure employment (paid or voluntary) as a support teacher normally operating in a ‘learn to swim’ programme utilising Scottish Swimming’s Learn to Swim Programme or equivalent scheme. The qualification is the first stage in a three level teaching structure. Unit 1 (How to Teach/Coach in an Aquatic Environment) is transferable across all level 1 qualifications and therefore candidates wishing to take a Level 1 qualification in another discipline are only required to complete Unit 2 within the discipline. The next stage for a qualified SQA/UKCC Level 1 Aquatic Teacher will be to progress onto SQA/UKCC Level 2 Certificate for Teaching Aquatics and/or Unit 2 of another discipline.

**Recommended Reading and Resources**

**Unit 1:**
- Coaching for LTAD: To Improve Participation and Performance in Sport: I. Stafford: Coachwise *(Section 4 page 3)*
- How to Coach Sports Safely: scUK: Coachwise *(Section 4 page 4)*
- Swimming Fundamentals: YMCA: Human Kinetics *(Section 4 page 17)*
- What is Sports Coaching? A. Miles: Coachwise *(Section 4 page 5)*

**Unit 2:**
- Teaching Beginners: A. Eakin: ASA
- Swimming Teaching and Coaching: Level 1. ASA
- The Swimmer Pathway, Long Term Athlete Development: British Swimming

**Guided Learning Hours**
Candidates will be expected to prepare aspects of sessions; complete additional tasks allocated by the tutor including general worksheets and additional reading in addition to the content of the learning programme. The exact time required would vary from candidate to candidate but will normally amount to approximately 6 - 10 hours.
Course Administration

Candidates:
- Units 1 & 2 can be taken as either a course or as individual units
- Unit 1 needs to be passed, based on tutor assessment, prior to progressing on to Unit 2.

Learning Programme:
- All practical aspects of the learning programme leading to any Aquatic Qualification at UKCC Level 1 must be delivered in a physical location that meets the minimum criteria laid out by the Awarding Body.
- Courses must be registered through Scottish Swimming with the Scottish Qualifications Authority (SQA) a minimum of 28 days prior to the commencement date (NB: A course can comprise of both units i.e., Units 1 and 2 and/or individual units
- Candidates should experience working with a range of participant numbers with groups of singles to multiples during the learning programme
- The assessment and training of Unit 2 must be within an appropriate aquatic environment.
- All assessment should be undertaken in accordance within the guidance laid out by the Awarding Body.
- The maximum number of candidates per fully licensed tutor is 12.
- Recommended hours for Unit 1 is 7 hours practical and 14 hours theory
- Recommended hours for Unit 2 is 4 hours practical and 7 hours theory

Human Resources needed for delivery and assessment
All tutors delivering level 1 qualifications are expected to have completed the Scottish Swimming upskilling or Scottish Swimming tutor training (or equivalent Tutor qualification). Only Scottish Swimming licensed tutors (or ASA tutors by prior agreement with Scottish Swimming) may deliver Scottish Swimming qualifications.
UNIT 1 – HOW TO TEACH/COACH IN AN AQUATIC ENVIRONMENT

Description of the Unit
This unit is a core unit and links across all UKCC Level 1 qualifications – Teaching Aquatics, Swimming Coaching, Diving, Synchronised Swimming and Water Polo.

This unit explores the theory and practical aspects of HOW to Teach/Coach in an Aquatic Environment by looking at areas of:
- Preparation for Teaching/Coaching Activities.
- Delivery of Prepared Activities within a Session.
- Roles and Responsibilities.
- Health and Safety in the Aquatic Environment.
- Effective Communication.
- Evaluation of Teaching/Coaching Activities.
- Child Protection.

Candidates will have the opportunity to look at their own preferred teaching/coaching style within a range of teaching/coaching methods as well as understanding aquatic physical literacy and how to use games as a learning mechanism.

Summary of Outcomes
To achieve this unit candidates must:
1. Show an understanding of the process of preparation and planning.
2. Deliver prepared aquatic activities.
3. Show an understanding of the roles and responsibilities of themselves and others.
4. Show an understanding of the issues surrounding health and safety in an aquatic environment.
5. Demonstrate an understanding of effective communication.
6. Show an understanding of the methods and uses of reviewing, evaluating and feedback when looking at the activity, participants and self.

Element 1 – Preparation for Teaching/Coaching Activities
To achieve this element, the candidate must be able to:
- U1.1.1 Identify the needs of a range of participants.
- U1.1.2 Identify and collect relevant information about the participants and the selected activities.
- U1.1.3 Deal with confidential information using appropriate guidelines.
- U1.1.4 Identify responsibilities for arranging and delivering the activities.
- U1.1.5 Check that the activities meet different participants’ needs.

Syllabus
- Range of participants: male; female; child; adult; veteran; vulnerable; novice; experienced; elite; parents; other teachers/coaches; support staff.
- Information about participants: physical; medical; disability; behavioural; emotional; social; educational; intellectual; age; gender; physical condition; number; stage of development; previous experience.
- Information about pre-prepared session content: layout/space; session structure; equipment needed; adaptations; number of participants; delivery time.
- Dealing with information: data protection; record keeping; disclosure of information.
Assessment
This element will be assessed by written/oral questioning and observation by the course Tutor/Assessor.

Element 2 – Delivery of the Prepared Activities within a Session
To achieve this element, the candidates must be able to:
- U1.2.1 Explain to participants and others their roles and contribution to the activities.
- U1.2.2 Check that participant’s and others equipment and dress are suitable for the activities.
- U1.2.3 Check participants’ readiness to participate in the activities.
- U1.2.4 Use appropriate teaching/coaching styles to meet participants’ needs and to promote learning.
- U1.2.5 Ensure that all participants are actively involved in appropriate activities to develop performance.
- U1.2.6 Use realistic timings and sequencing to deliver activities.
- U1.2.7 Provide technically correct explanations and demonstrations at appropriate times during the activities.
- U1.2.8 Identify procedures for dealing with minor injuries, illness and accidents in line with the health and safety guidelines.
- U1.2.9 Deal with problems when they arise and refer those that cannot be resolved to a responsible person.
- U1.2.10 Identify appropriate tasks to conclude the activities.
- U1.2.11 Follow correct procedures for taking down and storing equipment.
- U1.2.12 Check teaching/coaching environment is suitable for future use.

Syllabus
- Movement Literacy: FUNdamental movements - ABCs, RJT, KGBs, CPKs and their application in the aquatic environment; development of key underpinning skills; appropriate equipment selection.
- Various activity card formats: layout/interpretation/how to adapt/function/practical application. Introduction to aims, objectives, progressive practices and teaching/coaching points; use of games.
- How and when to use pre-prepared session / activity cards (under direct supervision): organisation of time, space, pupils and equipment on a one to one and small group basis.
- Skill analysis: focussed observation of aquatic movements; recording outcomes of observations; reporting observations to lead teacher/coach.
- Skill acquisition: stages of learning; individual learning methods (visual/auditory/kinaesthetic); relationship between skill acquisition and rest.
- Practice methods: whole part whole; guided discovery; observation, set up and stand back; manual support.

Assessment
This element will be assessed by written/oral questioning and observation by the course Tutor/Assessor.
Element 3 – Roles and Responsibilities
To achieve this element, the candidate must be able to:

- U1.3.1 Identify the roles and responsibilities of a teacher/coach.
- U1.3.2 Create and maintain positive relationships with participants and others using agreed guidelines and codes of practice.

Syllabus

- Responsibilities of the level 1 teacher/coach: duty of care; supporting others; self-presentation; deliver a pre-prepared session under direct supervision; strand role descriptors; motivation of self and others; enjoyment for participants; reporting procedures; code of ethics.
- Relevant teaching/coaching styles: autocratic-democratic-laissez-faire continuum.

Assessment
This element will be assessed by written/oral questioning and observation by the course Tutor/Assessor.

Element 4 – Health and Safety in the Aquatic Environment
To achieve this element, the candidate must be able to:

- U1.4.1 Check with others that the planned use of the teaching/coaching environment is in line with good practice.
- U1.4.2 Check equipment used in the activity to ensure that it meets relevant health and safety standards.
- U1.4.3 Identify potential risks within the teaching/coaching environment.
- U1.4.4 Identify relevant information for participants and others on health, safety and emergency issues and procedures related to the teaching/coaching environment.
- U1.4.5 Set up and lay out equipment for the activities safely and effectively.
- U1.4.6 Report any problems with equipment to a responsible person.

Syllabus

- Awareness of Pool Safety Operating Procedures (PSOPs): role of the lifeguard; injury and illness (i.e. colds, ear, nose and eye infection; open sores; cramp; collisions); equipment assembly/disassembly; manual lifting and handling; reporting; safe storage; emergency exits; emergency drills; operating procedures relating to governing body guidelines; governing body guidance statements i.e. teaching from the poolside, diving, jumping into shallow water, definition of supervision, safe supervision for coaching Water Polo.
- Potential hazards: lights; objects; surfaces; dress; equipment; water quality; public; participants; common illnesses and infections, use of electrical equipment.
- Behaviour: ground rules; discipline; code of conduct for participants; pool discipline.

Assessment
This element will be assessed by written/oral questioning and observation by the course Tutor/Assessor.
Element 5 – Effective Communication
To achieve this element, the candidate must be able to:

- U1.5.1 Use appropriate communication methods to check participants understanding of the planned activities.
- U1.5.2 Identify and communicate ground rules for acceptable behaviour during the activities.
- U1.5.3 Encourage and reward positive behaviour.
- U1.5.4 Identify the methods that could be used to challenge inappropriate behaviour.
- U1.5.5 Identify and encourage opportunities for feedback appropriate for the activities and needs of the participants.

Syllabus
- *Types of communication:* verbal; non-verbal.
- *Methods of communication:* questions and answers; command; discussion; listening; body language; positioning, mime, gesture; activity cards; models, posters, instruction; demonstration; information gathering through senses.
- *Feedback to others:* timing purpose; method; positive, negative; informative; constructive; differences between praise and feedback.
- *Organising participants within activities:* timing; stopping; dispersing participants.
- *Organising participants to manage behaviour:* ground rules; sanctions; time outs; disagreements; positive reinforcements.

Assessment
This element will be assessed by written/oral questioning and observation by the course Tutor/Assessor.

Element 6 – Evaluation of Teaching/Coaching Activity
To achieve this element, the candidate must be able to:

- U1.6.1 Identify methods to evaluate activities.
- U1.6.2 Identify the importance of evaluation for both the teacher/coach and the participants.
- U1.6.3 Identify participants’ strengths and weaknesses.
- U1.6.4 Encourage participants and others to contribute to the review of activities.
- U1.6.5 Review the effectiveness of activities in relation to aims and objectives of the session.
- U1.6.6 Identify and propose modifications for future activities.
- U1.6.7 Identify participants’ achievements and progress.
- U1.6.8 Identify future teaching/coaching opportunities to improve participants’ performance.
- U1.6.9 Use feedback from a variety of sources in order to review current teaching/coaching practice.
- U1.6.10 Record feedback identifying areas of strength and weakness in teaching/coaching practices.
- U1.6.11 Prepare a personal action plan to develop current teaching/coaching practice.
- U1.6.12 Review and update a personal action plan identifying the achievement of development activities.
Syllabus

- *Uses of reviewing & evaluating:* activity (session plans); others and self.
- *Methods of reviewing and evaluating:* verbal; written (personal action plans, recording progress of participants); self-reflection.
- *Types of feedback:* group discussion; third party; previous evaluations, praise.
- *Importance of feedback and evaluation:* participant development; development of skills and knowledge; shape future development; action planning.

Assessment

This element will be assessed by written/oral questioning and observation by the course Tutor/Assessor.

Element 7 – Child Protection

To achieve this element, the candidate must be able to:

- U1.7.1 Identify the relevant organisational guidelines relating to the protection of children and vulnerable adults from abuse.

Syllabus

- *Child Protection:* common signs and indications of abuse – (physical, emotional, sexual, neglect, bullying); Home Country governing body child protection guidelines and procedures; safe recruitment practices and vetting procedures (including the Criminal Records Bureau (CRB) and Disclosure Scotland); teacher/coach protection; Swim-Line; code of ethics (Home Country specific); lines of best practice.

Assessment

This element will be assessed by written/oral questioning and observation by the course Tutor/Assessor.
UNIT 2 – TEACHING AQUATICS

Description of the Unit
This is a mandatory unit

Unit 2 explores the practical skills and knowledge of being a support teacher in an aquatic environment by looking at the principles underpinning learn to swim programmes utilising Scottish Swimming’s Learn to Swim Programme (or ASA equivalent), practical skills, techniques and session preparation.

Candidates will have the opportunity to gain practical poolside skills whilst utilising a prepared checklist of common faults and corrections.

Summary of Outcomes
To achieve this unit, candidates must:
1. Show an understanding of the principles underpinning Scottish Swimming’s Learn to Swim Programme (or ASA equivalent).
2. Demonstrate relevant practical poolside skills and practices.
3. Utilise a checklist to identify common faults in core aquatic skills and early stages of the four competitive swimming strokes.
4. Utilise a checklist to identify appropriate corrections to common faults to the core aquatic skills and early stages of the four competitive swimming strokes.

NB: Through The Level 1 syllabus references to Scottish Swimming’s Learn to Swim Programme and SwiMark can be substituted by the relevant home country swimming association equivalents.

Element 1 - The Principles Underpinning Scottish Swimming’s Learn to Swim Programme (or ASA equivalent)
To pass this element the evidence must show that the candidate is able to:
- U2.1.1 Identify the factors that influence movement in water.
- U2.1.2 Identify and recognise the underpinning philosophy of Scottish Swimming’s Learn to Swim Programme (or ASA equivalent).
- U2.1.3 Identify key organisations and their functions which support the development of the swimming teacher/coach

Syllabus
- Factors: e.g. Density, drag, flotation, streamlining, buoyancy, propulsion, resistance, depth of water, temperature.
- Underpinning Philosophy; e.g. Multi Skill; Multi Discipline; Multi Aquatic; Learning through play and fun; Synergy and links across other programmes i.e. Long Term Athlete Development (LTAD), The Swimmer Pathway, Adult and Child programme, Learn to Swim programme, Schools Swimming programme, Aquaskills programmes, Club Activity/SwiMark, SwimGym, regular participation.
- Organisations: British Swimming, SASA, ASA, WASA and Scottish Swimming Swim Wales, Institute of Swimming (training provider functions).
- Functions: Continuing Professional Development Programme (CPD), Scottish Swimming Licensing Scheme for Teacher and Coach, SwiMark.
Assessment
This element will be assessed through a written knowledge test in the form of a multiple choice paper.

Element 2 - Practical Skills
To achieve this element, the candidate must be able to:
- U2.2.1 Demonstrate the use of appropriate practical poolside skills using games activities.
- U2.2.2 Demonstrate appropriate teaching practices (so teachers do not place themselves in risk situations).
- U2.2.3 Demonstrate effective teaching practice in the context of a support teacher from poolside.
- U2.2.4 Demonstrate effective teaching practice in the context of a support teacher from within the water.

Syllabus
- Practical Skill Disciplines: e.g., group organisation; use of a variety of equipment; use of game/activity cards; communication to allow a learning to take place; awareness of areas of risk during teaching; operating from the poolside and within the water

Assessment
This element will be assessed by written/oral questioning and/or observation by the course Tutor/Assessor.

Element 3 – Techniques
To achieve this element, the candidate must be able to:
- U2.3.1 Utilise a checklist identifying common faults in core aquatic skills and the early stages of the four competitive swimming strokes.
- U2.3.2 Utilise a checklist identifying appropriate corrections in core aquatic skills and the early stages of the four competitive swimming strokes.

Syllabus
- Techniques: Aquatic Breathing, Streamlining, Co-ordination, Balance, Buoyancy, Rotation, Orientation, Travel; Early stages of: Frontcrawl, Backstroke, Butterfly, Breaststroke

Assessment
This element will be assessed by written/oral questioning and/or observation by the course Tutor/Assessor.
Element 4 - Training Preparation and the Human Body
To achieve this element, the candidate must be able to:

- U2.4.1 Prepare for a pre-prepared session for three different ability groups (which could include disabled swimmers) using Scottish Swimming’s Learn to Swim Programme i.e. Levels 1-8, and deliver part of that session.
- U2.4.2 Explain briefly how the construction of each of the three pre-prepared sessions utilise the principles of Scottish Swimming’s Learn to Swim Programme and Long Term Athlete Development

Syllabus
- LTAD: FUNdamentals; Core Aquatic Skills; Movement Literacy; Multi Skill; Multi Stroke; Multi Discipline; Multi Aquatic

Assessment
This element will be assessed by written/oral questioning and/or observation by the course Tutor/Assessor.