SEQ **LEVEL 1**

Swimming Assistant (Teaching)

FULL SPECIFICATION

(QAN): 601/8230/1

VERSION 2022/5

Welcome to the SEQ
Level 1 Swimming Assistant (Teaching)
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 an Assistant Swimming Teacher.

CIMSPA maintain the professional standard for an Assistant Swimming Teacher. The professional standard outlines the role and scope of an Assistant Swimming Teacher and the essential knowledge and skills that are needed to meet the sectors minimum deployment standards.

1.2   Entry requirements

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

1.3   About this qualification

Qualification title:	**SEQ Level 1 Swimming Assistant (Teaching)**
Qualification number:	**601/8230/1**
Qualification Level:	**1**
Registration Period:	**12 months from the first day of registration**
Total Qualification Time (TQT):	**30 hours**
Guided Learning (GL):	**26 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 1 Swimming Assistant (Teaching) with either the SEQ Level 2 Teaching Swimming and/or SEQ Level 2 Teaching Swimming to Babies and Toddlers.

1.4   Who the qualification is for

This qualification is for individuals that want to start a career in swimming.

1.5   What the qualification could lead to

The qualification may also enable individuals to progress to other higher-level aquatics based qualifications within the sector such as:

·   **SEQ Level 2 Teaching Swimming**

·   **SEQ Level 2 Teaching Swimming to Babies and Toddlers**

·   **SEQ Level 3 Swim Coordinator**

It may also enable individuals to seek employment and/or progression within the wider sport and active leisure sector or a 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 provides individuals with the essential knowledge and skills needed to assist a qualified Swimming Teacher in delivering high quality inclusive swimming lessons in a range of settings, for example at a leisure centre, swim school or club learn to swim programme.

1.8 Structure of the qualification

The SEQ Level 1 Swimming Assistant (Teaching) qualification consists of the following Learning Outcomes and Assessment Criteria.

SEQ Level 1 Swimming Assistant (Teaching)			
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 Identify relevant legal regulatory requirements	Identified the four legal regulatory requirements relevant to a Swimming Assistant as listed in the key learning content	Learners understand the current legal regulatory requirements relevant to the role of a Swimming Assistant, for example: • health and safety • safeguarding (e.g. duty of care) • equality and diversity • GDPR legislation Or the in country equivalent versions.
	1.2 Identify organisational policies and procedures	Identified three different organisation policies and/or procedures relevant to a Swimming Assistant from those listed in the key learning content	Learners understand organisation policies and procedures relevant to the role of a Swimming Assistant, for example: • specific Normal Operating Procedures (NOP) • specific Emergency Action Plans (EAP) • safeguarding e.g. Wavepower • equality and diversity e.g. Inclusion • health and safety e.g. Safe Supervision • data protection including GDPR Or the in country or organisational equivalent versions.

| 1. Understand the role and responsibilities (*continued*) | 1.3 Describe the role and responsibilities of a Swimming Assistant | Described four roles and/or responsibilities of a Swimming Assistant from those listed in the Key Learning Content including how other colleagues can help and support

Described two different types of conflict and how to assist the management of them

Summarised a method to obtain participant feedback and how to record and report it | Learners understand their responsibilities in relation to the following:
• reporting any safeguarding, health and safety (e.g. hazards), equality and diversity and data protection concerns to the named responsible person
• working under the supervision of the Swimming Teacher
• following instructions of the Swimming Teacher
• supporting the creation of an inclusive swimming lesson
• creating a positive learning environment e.g. positive behaviour strategies
• to look and behave professionally
• to follow the code of ethics e.g. The Swim England Handbook
• knowledge of Swim England's Strategy e.g. vision
• how to work with other roles to support an effective swimming teaching environment
• obtaining participant feedback and how to record and report this in line with organisational procedures and limitations of responsibilities
• different types of conflict and how to assist the management of them

Below are examples of how to obtain and record different types of participant feedback, other appropriate examples are accepted:
• asking participants about their experience at the end of the lesson and sharing this with the Swimming Teacher
• observing the physical responses of the participants during lessons and sharing this with the Swimming Teacher
• recording and reporting participant feedback to use in Assessment Criteria 8.1

Below are examples of different types of conflict, other appropriate examples are accepted:
• disagreement between participants
• disruptive participant behaviour in the lesson such as splashing, ducking or pushing each other
• participant refusing to complete an activity
• parent complaint regarding participant progress

Below are examples of how to assist the management of conflicts, other appropriate examples are accepted:
• reporting a conflict/complaint to the relevant colleague (such as the Swimming Teacher, Swim Coordinator, Deputy Manager)
• taking suitable action within the limitations of the role and responsibility, such as separating two disruptive participants

Or the in country equivalent versions. |

2. Understand the participant journey	2.1 Identify the FUNdamental movement skills	Identified all fifteen FUNdamental movement skills from the list as stated in the key learning content	Learners understand the key features of the Swim England Learn to Swim Framework or the in country equivalent, to include: • fun and enjoyment • more structured, fun activities • development of FUNdamental movement skills • development of Core Aquatic Skills • multi skilled/multi aquatic • development of skills allows progression to the Aquatics Skills Framework • syllabus: Stages 1-7 (5 years plus) Learners understand the FUNdamental movement skills and their role in developing physical literacy for all sports. The 15 FUNdamental movement skills: • agility, balance, coordination, speed (ABCS) • running, jumping, throwing (RJT) • kinaesthetic, gliding, buoyancy, striking with part of the body (KGBS) • catching, passing, kicking, striking with an object (CPKS)
	2.2 Outline the Core Aquatic Skills	Outlined all nine Core Aquatic Skills as listed in the key learning content	Learners understand Swim England's Learn to Swim Framework or equivalent to include: • age group • key focus areas • Awards e.g. stages • multi skilled and multi aquatic approach • importance of introducing Core Aquatic Skills progressively that underpin the discipline's e.g. water polo, artistic swimming, competitive swimming, diving, rookie lifesaving The Core Aquatic Skills are: • entry • exits • buoyancy and balance e.g. flotation • rotation and orientation • streamlining • aquatic breathing • travel and coordination e.g. treading water and sculling • water safety • health and wellbeing e.g. warm ups, cool down, nutrition, hydration and active for life
	2.3 Identify the FUNdamental movement skills and the Core Aquatic Skills needed to support the development of complex skills	Identified three FUNdamental movement skills and three Core Aquatic Skills needed to support the development of two complex skills	Learners understand how FUNdamental movement skills (Assessment Criteria 2.1) and motor skills (gross and fine) need to be learnt and practised, so that Core Aquatic Skills (Assessment Criteria 2.2) can be developed and refined to allow participants to develop complex skills. Below are examples of complex skills, other appropriate examples are accepted: • treading water • diving • somersault • push and glide

| 3. Know the component parts of the strokes | 3.1 Identify the key features of the component parts of the strokes | Identified two key features for each component part of all four swimming strokes

The four strokes and five component parts as listed in the key learning content must be covered | Learners understand the key features of the component parts of the four swimming strokes from the Swim England expected standards or the in country equivalent.

The four swimming strokes:
• butterfly
• backstroke
• breaststroke
• front crawl

Learners are aware of the mnemonic BLABT used for the component parts of strokes.

The component parts of strokes are BLABT:
• body position
• leg action
• arm action
• breathing
• timing |

| 4. Know how to create an inclusive environment | 4.1 Describe how to support the creation of an inclusive swimming lesson | Described how to support the creation of an inclusive swimming lesson for two different participants

Identified the basic learning theory from a description for two basic learning theories

Described why it is important to help retain participants including an example of how this can be achieved | Learners understand the importance of swimming lessons being accessible.

Learners know the main aspects a Swimming Assistant should know about each individual participant e.g. motivations, background, health background (physical and emotional), prior experience, learning styles and special education needs and disabilities.

Learners understand how to support the creation of an inclusive and equitable swimming lesson to meet the needs of participants from different backgrounds, cultures, age etc.

For example, adapting:
• communication methods e.g. language
• the activity
• the equipment
• teaching point

Learners understand basic learning theories and how these can be used to provide individualised support to participants. Below are examples of basic learning theories, other appropriate examples are accepted:
• positive reinforcement – including repetition and positive feedback
• learner involvement – involving participants such as through problem solving or guided discovery
• learner centred approach – individual needs are met such as by using different equipment

Learners are aware of supporting resources: Swim England's Inclusion Hub or the in country or organisational equivalent version.

Learners understand the importance of participant retention, how to influence it and how to measure the participant's quality of experience and development. The importance of participant retention may include for example the following. This list is not exhaustive and other appropriate examples are accepted.

Completing the learn to swim framework or in country equivalent to:
• ensure participants are safe, competent and confident in and around water
• give the skills and motivation to lead a healthy and active lifestyle

The following are examples of how to influence participant retention. This list is not exhaustive and other appropriate examples are acceptable:
• supporting with fun and enjoyable lessons
• supporting participant progress such as celebrating success and motivating participants
• being aware of next steps and/or opportunities to progress in aquatics |

4. Know how to create an inclusive environment (*continued*)	4.2 Identify the possible signs and causes of anxiety	Identified two different signs and two different causes of anxiety	Learners know how to identify a range of signs and causes of anxiety in participants. Learners understand when it is appropriate for the participant to be referred and what the organisational referral procedures are. Below are examples of signs and causes, other appropriate examples are accepted: Signs: • children clinging to parents, carers or guardians • crying • tantrums • fainting • high heart rate levels • rapid breathing • reluctant to enter the water Causes: • fear of water • having a bad experience • changes in environment • overprotective parents, carers or guardians
	4.3 Outline how to support an anxious participant	Outlined two different ways to support an anxious participant	Learners understand how to support anxious participants with a range of causes as stated in the key learning content for Assessment Criteria 4.2. Examples of how to support an anxious participant include: • gain an understanding of their fear or previous experience • build a rapport • provide reassurance • allow them to acclimatise • discover their interests or motivations
5. Know the purpose of components of a swimming lesson	5.1 Outline the purpose of components of a swimming lesson	Outlined the purpose for each of the eight components of a swimming lesson as listed in the key learning content	Learners understand the importance of planning, how it links to an overview of lessons and the purpose of each component of a swimming lesson. The components of a swimming lesson are: • introduction • entry • warm up • main activity • contrasting activity • cool down activity (if applicable to the lesson) • exit • conclusion/debrief

6. Support participants and the Swimming Teacher	6.1 Undertake assistive tasks	Undertaken all assistive tasks to support the Swimming Teacher, from the list as stated in the key learning content	Learners understand and know how to prepare and undertake assistive tasks timely and safely in order to support the Swimming Teacher. These tasks are: • assist the delivery of suitable warm up activities • assist with basic Core Aquatic Skill activities • assist with basic stroke activities • deliver basic teaching points • identify basic faults • implement basic corrections e.g. change of teaching equipment or teaching points • give accurate demonstrations • setting up and clearing away equipment • assist with collating evidence to support the review of the lesson
	6.2 Demonstrate action to deal with hazards	Demonstrated action to deal with two different hazards If the opportunities do not occur naturally, a question and answer session by the assessor will be undertaken and recorded on the observation record	Learners understand and know how to take action to deal with hazards. Below are examples of hazards, other appropriate examples are accepted: • untidy teaching equipment • broken equipment • equipment inappropriate for age or ability • participant not using equipment correctly • unsafe entry e.g. toes not over edge of pool side for jumping in • participant collision • participant out of depth
	6.3 Outline the scientific principles in swimming	Outlined three scientific principles from the list as stated in the key learning content	Learners understand what the scientific principles are and the impact they have in relation to swimming (skills and strokes), the scientific principles are: • buoyancy • propulsion • resistance
	6.4 Describe types of swimming equipment	Describe two pieces of equipment from two different types as listed in the key learning content	Learners know about a range of swimming equipment and its purpose that must cover the four specific types below. Examples of equipment have been referenced against the four specific types, however this list isn't exhaustive and other appropriate equipment is accepted: • type one: pool equipment e.g. lane ropes, markers, pool dividers, flags, booms • type two: teaching equipment e.g. floats, balls, sinkers, egg flips, toys, watering cans, noodles, hoops, teacher resource i.e. lesson plans, activity cards • type three: flotation equipment e.g. discs, armbands, shark fin, buoyancy belts, noodles • type four: pool rescue equipment e.g. poles, torpedo buoys, throw bags, whistles, alarms

| 6. Support participants and the Swimming Teacher *(continued)* | 6.5 Provide support to meet the participant needs | Provided all six supports to meet the participant needs from the list as stated in the key learning content

If the below two support opportunities do not occur naturally, a question and answer session by the assessor will be undertaken and recorded on the observation record:

appropriate assisting and handling when supporting participants with disabilities

appropriate assisting and handling when supporting participants in an emergency | Learners understand when and how to provide appropriate support in line with:
• Swim England Safe Supervision
• Safeguarding guidelines e.g. Wavepower
• Swim England Inclusion Hub

Or the in country or organisational equivalent.

The supports are:
• appropriate positioning of the hands when supporting participants
• appropriate body position of the Swimming Assistant when supporting participants on their front and back
• appropriate support techniques for entry and exits
• appropriate support techniques relevant in deep and shallow water
• appropriate assisting and handling when supporting participants with special educational needs and/or disabilities
• appropriate assisting and handling when supporting participants in an emergency e.g. participant in difficulty, distress and/or to prevent a hazardous situation |
| | 6.6 Use positive behaviour strategies with a participant | Used three positive behaviour strategies 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 | Learners understand a range of positive behaviour strategies and how to use them effectively to engage, develop and retain participants.

Positive behaviour strategies:
• develop a rapport
• goal setting
• praise
• positive reinforcement
• reward/incentives
• recognition of achievement |

7. Demonstrate effective communication skills	7.1 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 Teacher	Learners understand how to communicate verbally and non-verbally with a range of individuals including participant(s), responsible adults and the Swimming Teacher. Verbal communication: • volume • tone • language • active listening • questioning Non-verbal communication: • gestures • body language (including facial expressions) • demonstrations • positioning
	7.2 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. Below are examples of professional conduct, other appropriate examples are accepted: • dressed appropriately • punctual • respectful • honest • positive • motivating • non-judgemental • consistent • respectful of participants and other professionals • professional boundaries e.g. knowing limitations of their role
	7.3 Describe verbal and non-verbal communication skills	Describe two different communication techniques and how to use them	Learners understand and can describe how to use different communicate techniques with a range of individuals including participant(s), responsible adults and the Swimming Teacher. These techniques may be a verbal or non-verbal one from the list below, but other appropriate examples are acceptable: Verbal communication: • volume • tone • language • active listening • questioning Non-verbal communication: • gestures • body language (including facial expressions) • demonstrations • positioning

8. Review own performance	8.1 Outline performance feedback	Outlined performance feedback obtained from a Swimming Teacher and a participant	Learners understand the importance and purpose of performance feedback and gaining this from a range of sources. Below are four different sources: • participants • Swimming Teachers • tutor • peers Learners understand how and when to gather performance feedback, for example: • listening to the Swimming Teacher throughout the lesson • listening to participants after activities • participant engagement/enjoyment e.g. participant's facial expression and body language • asking for feedback at an appropriate time e.g. end of an activity Learners understand the different methods to obtain participant feedback and how to record and report these in line with organisation procedures as per the details given in the key learning content for Assessment Criteria 1.3.
	8.2 Identify strengths and areas for improvement of own performance	Identified three strengths and three areas for improvement in relation to any of the areas of own performance as listed in the key learning content	Learners understand the purpose and importance of reviewing their own performance. Learners understand how to review their own performance. The following are the areas of own performance: • communication skills (verbal and non-verbal) • positive behaviour strategies • support provided to participants (physical and emotional) • assisting the Swimming Teacher • performance feedback obtained in Assessment Criteria 8.1
	8.3 Identify continuing professional development opportunities	Identified three continuing professional development opportunities	Learners can identify their own motivations, reasons for assisting in the swimming environment and what they are trying to get out of role and learning experience: e.g. career progression. Learners know a range of continuous professional development (CPD) opportunities and how to access these. Below are examples of CPD opportunities, other appropriate examples are accepted: • progression onto other courses/qualifications • attending workshops or seminars • observation of Swimming Teachers • work experience • further training and education • independent research • experienced mentor

2 Learning programme and delivery

The SEQ Level 1 Swimming Assistant (Teaching) Total Qualification Time has been set at 30 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**

· **Observation**

· **Review record**

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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