



## ASA/UKCC Level 1 Certificate for Teaching Aquatics

This qualification is aimed at those interested in supporting the teaching programme in a learn to swim environment utilising the ASA National Plan for Teaching Swimming (NPTS) (or equivalent scheme)

### 1 Title

Level 1 Certificate for Teaching Aquatics

### 2 National Qualifications Framework (NQF) and United Kingdom Coaching Certificate (UKCC)

This qualification is recognised as a UKCC Level 1 and is on the NQF at Level 1.

In order to achieve the qualification candidates must successfully complete Units 1 & 2.

### 3 Pre-requisite

- Candidates must be at least 16 years of age at the start of the learning programme

### 4 Introduction

The ASA/UKCC Level 1 Certificate for Teaching Aquatics (Support Teacher) is an all inclusive qualification and 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, Diving, Swimming Coaching, Synchronised Swimming and Water Polo) and is focused on “how to teach/coach” skills. The qualification has a technical emphasis on movement literacy as defined by Long Term Athlete Development (LTAD). It is envisaged that this unit can be delivered to all teachers/coaches who wish to work in the aquatic environment. Unit 2 is focused on Aquatic teaching, technical knowledge and practical skills which allow the Aquatic teacher to fulfil the following role descriptor.

### 5 Role Descriptor

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

### 6 Format

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

Unit 1 has to be successfully completed before the candidate is allowed to progress onto Unit 2

### 7 Length of Learning Programme

#### Unit 1

7 hours practical  
14 hours theory

#### Unit 2

4 hours practical  
7 hours theory including a 60 minute written knowledge test

#### Total

21 hours theory

11 hours practical which should include:

4 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 theory/practical session will be decided by the Tutor on how best to deliver the learning programme. Flexibility is allowed in order that the content best suits the prior knowledge and experience of the candidates attending, therefore the hours stated above are recommendations and are as a guide only.

## 8 **Level of Qualification**

The level and depth of knowledge required for the qualification is described in the log book and the additional candidate resources provided as part of the learning programme.

## 9 **Assessment and Verification**

Assessment is by the Tutor/Assessor and will cover the following:

- Practical teaching through the use of a continuous checklist plus one formal 15 minute assessment to meet the criteria of UKCC
- Theoretical knowledge through the use of a multi choice knowledge test
- Planning, preparation and other associated tasks through the completion of the appropriate log book

**N.B.** Courses leading to an ASA qualification are subject to an internal and external verification process.

## 10 **Progression**

Achievement of this qualification may enable the candidate to secure employment (paid or voluntary) as a support teacher. 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 ASA disciplines and therefore candidates wishing to take a Level 1 (Support Coach) qualification in another discipline are only required to complete Unit 2 within the discipline.

The next stage for a holder of the ASA/UKCC Level 1 Certificate for Teaching Aquatics (Support Teacher) will be to progress onto ASA/UKCC Level 2 Certificate for Teaching Aquatics and/or Unit 2 of another discipline.

## 11 **Recommended Reading & Resources**

### **Unit 1**

A. Eakin *The Competent Swimmer: An Illustrated Guide to Teaching Further Practices:* ASA

I. Stafford *Coaching for LTAD: To Improve Participation and Performance in Sport:* Coachwise

ScUK *How to Coach Sports Safely* Coachwise

YMCA *Swimming Fundamentals* Human Kinetics

A. Miles: *What is Sports Coaching?* Coachwise

### **Unit 2**

ASA *Swimming Teaching and Coaching Level 1*

British Swimming *The Swimmer Pathway, Long Term Athlete Development*

A. Eakin *The Non-Swimmer: From Pre-Swimming to Deep Water Safe*  
ASA

## 12 **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.

## 13 Administration

### Candidate

- Units 1 & 2 can be taken as either a course or as individual units
- Unit 1 needs to be successfully completed before progressing on to Unit 2.

### Approved Centre

- All practical aspects of the learning programme leading to any aquatic qualification must be delivered in a physical location that meets the minimum criteria laid out by the ASA Awarding Body
- Courses must be registered centrally with the ASA Awarding Body 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)
- During the practical teaching/coaching in Unit 1 candidates may practice and be assessed using other candidates as their participants
- During the practical teaching/coaching in Unit 2 candidates should experience working with a range of participants other than course candidates. Practice and assessment should include working with groups of singles to multiples during the learning programme
- The assessment and training of Unit 2 must be within an appropriate aquatic environment in line with the ASA Awarding Body approved centre document
- All assessment should be undertaken in accordance within the guidance laid out by the Awarding Body
- The recommended maximum number of candidates per Tutor is 16. Tutors who wish to take more candidates can make an application to the ASA Awarding Body

## 14 Human Resources Needed for Delivery and Assessment

All Tutors of Unit 1 & 2 need to have completed the ASA Tutoring in Sport qualification  
If the Tutor is also the Assessor then they need to hold the A1 (D32/33) or IAPS Tutors Qualification. If the Tutor does not have the appropriate assessor qualification then a qualified Assessor will be needed. Courses leading to an ASA qualification are subject to an internal and external verification process. The Approved Centre must only appoint an Internal Verifier who has the V1 (D34) qualification.

## **Unit 1: - How to Teach/Coach in an Aquatic Environment**

### **Description of the Unit**

This is a core unit and links across all strands of UKCC – Aquatic Teaching, Diving, Swimming Coaching, Synchronised Swimming and Water Polo.

This unit explores the theory and practical 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 methods, learn to understand aquatic physical literacy and the use of 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, feedback and evaluation when looking at the activity, participants and self

### **Assessment**

Each unit is divided into elements. All elements within Unit 1 will be assessed by written/oral questioning and/or observation by the Tutor/Assessor.

NB: During the practical teaching/coaching in Unit 1 candidates may practice and be assessed using other candidates as their participants.

## 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 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.

## 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 participants 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, CKs 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 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.

### 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 Support 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.

### 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 NGB guidelines; ASA guidance statements i.e. teaching from the poolside, diving, jumping into shallow water, definition of supervision, safe supervision for swimming teaching (*coaching*).
- *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.

### 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

## 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 participant's 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 and 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.

## 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); ASA child protection procedures; Criminal Records Bureau (CRB) and importance of CRB certificates; teacher/coach protection; Swim-Line; code of ethics; lines of best practice.

## **Unit 2 – Teaching Aquatics**

### **Unit 2 Administration – Learning Programme**

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- Unit 1 has to be successfully completed before the candidate is allowed to progress onto Unit 2
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- All assessment should be undertaken in accordance within the guidance laid out by the ASA Awarding Body
- The maximum number of candidates per Tutor for Unit 2 is 16 with flexibility on application to the ASA Awarding Body

### **Human Resources Needed for Delivery and Assessment**

All Tutors of Unit 1 & 2 need to have completed the ASA Tutoring in Sport qualification. If the Tutor is also the Assessor then they need to hold the A1 (D32/33) or IAPS Tutors Qualification. If the Tutor does not have the appropriate assessor qualification then a qualified Assessor will be needed. Courses leading to an ASA qualification are subject to an internal and external verification process. The Approved Centre must only appoint an Internal Verifier who has the V1 (D34) qualification.

### **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 the Learn to Swim Programme utilising the ASA National Plan for Teaching Swimming (NPTS) or equivalent, Practical Skills, Techniques and Session Preparation.

Candidates will have the opportunity to gain practical poolside skills whilst using 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 the ASA \*National Plan for Teaching Swimming (NPTS) and the aquatic environment in which it takes place (NB: or 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 the ASA National Plan for Teaching Swimming 2007 (NPTS) and Swim 21 can be substituted for the relevant home country equivalent

## **Element 1 - The principles underpinning the ASA National Plan for Teaching Swimming (NPTS) or 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 the ASA National Plan for Teaching Swimming (NPTS) or 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), National Curriculum (NC), National Curriculum Training Programme (NCTP), Active Lifestyle, Club Activity/Swim 21 (or home country equivalent), regular participation, Aquamark
- *Organisations:* British Swimming, ASA, WASA, SASA, ASA Regional Offices, IoS, Swim Wales, Scottish Swimming  
*Functions:* Continuing Professional Development Programme (CPD), ASA Licensing Scheme for Teacher and Coach, Aquamark, Swim 21 (or home country equivalent)

### **Assessment**

This element will be assessed through a written knowledge test in the form of a multi-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 utilising game 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 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: Front Crawl, Back Crawl, Butterfly, Breaststroke

### **Assessment**

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

## **Element 4 - Session Preparation and The Human Body**

- U2.4.1 Prepare for a pre-prepared session for three different ability groups within the core stages of the National Plan for Teaching Swimming (NPTS) i.e., Stages 1-7 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 the NPTS and LTAD

### **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 Tutor/Assessor.