

Swim England Assistant Swimming Coach Certificate



Welcome to the Swim England Assistant Swimming Coach Certificate full specification

About Swim England

Swim England is the national governing body for swimming in England.

We help people to learn how to swim, enjoy the water, and compete in our sports of swimming, diving, water polo and synchronised swimming. We support over 1,000 affiliated clubs, organise national competitions and develop and nurture the best swimmers along our leading Talent Pathway towards international podium success.

Swim England provides a professional certification programme for coaches, helping to drive up the quality of the workforce who are responsible for inspiring the next generation of athletes.

This certificate delivers the latest swimming, coaching and technical expertise and will be regularly reviewed to ensure it meets industry needs.

Equal opportunities

Swim England fully supports the principles of equal opportunities and is committed to satisfying these principles in all activities and published materials. A copy of our Equality and Diversity Policy is available on the Swim England website.



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1 Introduction to the certificate

1.1 About the certificate

Certificate title: Swim England Assistant Swimming Coach Certificate

Total certificate time: 35 hours

1.2 Purpose of the certificate

This certificate develops the knowledge, understanding and practical skills needed to be an Assistant Swimming Coach.

1.3 Learner entry requirements

- There are no formal entry requirements for this certificate and learners are not required to have any prior experience of coaching.
- Learners must be at least 16 years of age on the first day of the course.

1.4 Safeguarding

Learners under the age of 18 are able to register on this certificate, so you and all staff must be aware of safeguarding policies and procedures and ensure these are fully implemented. For further information please refer to **Keeping Children Safe in Education 2016** and any subsequent additions.



2 Learning programme and delivery

The Swim England Assistant Swimming Coach Certificate requires approximately 35 hours of learning time.

If a learner has significant experience in relevant aspects of the certificate then these hours may be less and conversely there may be learners who require more time. This should be determined by you as the training organisation prior to the start of the course.

Only you, as the training organisation, can deliver this certificate and have the flexibility to do so in whatever way you deem appropriate to meet the needs of the learners.

You must offer appropriate information and advice about the certificate so that the learner has realistic expectations.

It is imperative that the assessment takes place as stated in this specification to ensure accurate certification.

Learners should receive an induction to identify expectations as well as ensure understanding of any legal requirements.

The learning programme and delivery should ensure learners have the opportunity to practise their delivery skills and put the learning from the programme into practise.

During the learning programme the educator is encouraged to develop the mathematical and English skills of learners through naturally occurring opportunities. Although there is no assessment of these skills, situations are likely to arise that may challenge learners. As the certificate is designed to prepare the learner for employment or deployment in a club/programme environment, special attention should be paid to skills such as professional behaviour, appearance and language; therefore educators should encourage high standards and expectations at all times.



3 Assessment

3.1 Assessment summary

The purpose of assessment is to ensure that effective learning has taken place and to give learners the opportunity to achieve the stated criteria. To complete this certificate, learners must:

- cover all topics indicated
- achieve all the formally assessed criteria

All evidence produced by the learner must be their own, and in English or Welsh.

As the training organisation, you can assess the learners in any recognised format, as long as the above requirements are met.

3.2 Authenticity

Ensuring the authenticity of learner evidence is vital. All work completed for assessment must be the learner's own original work. Learners must sign to declare that the work they have produced for assessment is their own. Assessors should not assess work where learners have not declared authenticity.

3.3 Grading

There is no grading criteria for this certificate. Learners will either meet the requirements and pass or will not meet the requirements and be referred.

Where learners do not meet the requirements, they should be supported in developing an individual action plan. In this situation, further assessment opportunities will be provided to allow them to successfully meet the requirements within the registration period.

3.4 Appeals

An appeals policy must be put in place to support and manage learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. If learners remain dissatisfied with the outcomes, they should contact Swim England directly.



4 Supporting resources

4.1 Learner resources

There are a number of resources available to support learning including books, online materials and forums. You should advise individual learners which resources best suit their needs.



5 Reasonable adjustments and special considerations

Swim England is committed to improving access for learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the Reasonable Adjustments and Special Considerations Policy which can also be found on the Swim England website.



6 Quality assurance

Swim England implements a series of quality assurance procedures to ensure that Swim England certificates are reliable, valid and fit for purpose. This includes internal and external verification.

The topics, criteria and content of the coaching certificates are reviewed annually and any modifications will be communicated through appropriate communication to you as the training organisation.



7 Centre requirements

As the training organisation you are responsible for ensuring learning takes place in a safe and effective environment, to include all on course learning and assessment materials.

7.1 Legal requirements

You are responsible for ensuring that:

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

7.2 Session requirements

- There are sufficient swimmers, training in a Swim England SwimMark accredited club (or another suitable club endorsed by Club Development Officers or England Talent).
- The learner should not be left unsupervised with swimmers at any time.

7.3 Pool and facility characteristics

The characteristics of the pool and facility must support safe and effective teaching, learning and assessment at the required level. Please refer to the Swim England Facility Requirements document.



8 Workforce

In order to deliver, assess and quality assure this certificate, it is important that you have appropriately experienced and qualified staff. These include educators, assessors and internal verifiers.

The educator delivering the Swim England Assistant Swimming Coach Certificate must hold a current Swim England Educator Licence. The requirements of this can be found at swimming.org/asaeducators/asa-educator-licence-applications-and-renewals/. Please email educatortraining@swimming.org if you require further information.

Anyone wishing to become a Swim England tutor/assessor will need to contact educatortraining@swimming.org for further information about the process.

The role of the educator is to plan and deliver an appropriate learning programme of activities that develops the learners' skills, knowledge and understanding of being an effective Assistant Swimming Coach. The educator must allow learners to apply their knowledge through a combination of theoretical and practical application and finally prepare them appropriately for assessment.

The role of the assessor is to evaluate the learners' performance and to check if the formally assessed criteria of the certificate have been met. Assessors may only evaluate learners in their acknowledged area of technical and occupational expertise.

The same person can be both the educator and assessor as long as they meet the stated requirements.

The role of the internal verifier is to monitor the validity and reliability of assessment. The internal verifier should also provide support and guidance to assessors. Internal verifiers must have experience of conducting internal quality assurance procedures, however they cannot quality assure their own assessments.



9 Conflict of interest

All conflicts must be effectively managed by you as the training organisation, ensuring any direct or indirect conflict is identified with interventions if required. Swim England offers support where needed.



10 Dealing with malpractice and maladministration

As the training organisation you must have a policy for dealing with potential malpractice and maladministration. Where either is suspected your policies must be followed. Further information, support and guidance can be obtained from Swim England.



11 Certificate progression

Following completion of this certificate, learners may wish to progress to the Swim England Swimming Coach Certificate to continue their development.



12 Certificate withdrawal

In the unlikely event that Swim England withdraws this certificate before its intended date of review, six months' notice of withdrawal will be given to training organisations. This will enable all learners to complete their certificate as part of their registration period.



13 Structure of the certificate

The Swim England Assistant Swimming Coach Certificate consists of the following learning outcomes. All criteria are formally assessed.

Swim England Assistant Swimming Coach Certificate			
Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
1. Understand the roles and responsibilities	1.1 Describe the roles and responsibilities of an Assistant Swimming Coach	Described five roles and responsibilities of an Assistant Swimming Coach	<p>Learners know and understand the roles and responsibilities of an Assistant Coach and how an Assistant can demonstrate professional conduct both in appearance and professionally.</p> <p>Roles and responsibility examples include but are not limited to:</p> <ul style="list-style-type: none"> • report any safeguarding, welfare and culture, health and safety (e.g. hazards), equality and diversity and data protection concerns to the named responsible person • behave and present themselves in a professional and approachable manner • work as a team within the organisational structure (under the supervision of the Swimming Coach or Senior Swimming Coach) • follow instructions of the Swimming Coach or Senior Swimming Coach • prepare to deliver safe pre-planned activities that link to session plans and the annual plan to meet organisational aims and objectives • create a positive environment that is inclusive, equitable and utilises positive behaviour management strategies for example managing conflict, setting expectations and consistent in approach • manage different types of conflict, where appropriate • work to professional boundaries and follow the Code of Ethics e.g. The Swim England Handbook • follow the Swim England Good Practice Guidelines (e.g. Wavepower, Safe Supervision), Code of Conduct and Code of Ethics • operate within the requirements of the club structure and culture, e.g. knowing the limitations of their role • carry out regular self-reflection of their own coaching

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
1. Understand the roles and responsibilities (continued)	1.2 Describe roles and responsibilities of other club personnel	Described the roles and responsibilities of three other club personnel	<p>Learners know and understand the roles and responsibilities of other club personnel, the organisation's structure and lines of reporting.</p> <p>Learners know how other colleagues support an effective coaching environment. For example:</p> <ul style="list-style-type: none"> • Committee/Board Members: responsibility for the smooth operation of the club; managing the finances, administration and communication to membership; setting club vision, mission and goals. • Welfare Officer: first point of contact for safeguarding, welfare and culture concerns; implementation of Wavepower and safeguarding policies and procedures. • Senior Coach: providing direction and leadership of the wider programme; implementing organisational coaching philosophy; management and deployment of coaches and support staff. • Squad Coach: coaching and management of a squad; mentoring and supporting the Assistant Coach. • Team Manager: responsible for the administration and coordination of teams; a central point of contact, with responsibility for safeguarding and wellbeing of athletes and staff when at competition or camps • Interdisciplinary Team: supporting and informing the holistic planning and delivery (e.g. strength and conditioning coach) <p>Learners understand that it is the responsibility of all club personnel to promote and uphold a safe culture and environment, ensuring the highest safeguarding standards and welfare support throughout the club provision.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
1. Understand the roles and responsibilities <i>(continued)</i>	1.3 Outline legal and regulatory requirements relevant to an Assistant Swimming Coach	<p>Outlined five legal and regulatory requirements relevant to an Assistant Swimming Coach from the list below:</p> <ul style="list-style-type: none"> • health and safety including NOP and EAP • safeguarding, welfare and culture • equality and diversity • data protection • personal and public liability insurance 	<p>Learners know about legal and regulatory requirements relevant to an Assistant Swimming Coach. This may include:</p> <ul style="list-style-type: none"> • Healthy and safety: Pool Safety Operating Procedures (PSOP), to include Normal Operating Procedures (NOP), Emergency Action Plan (EAP), risk assessment, dynamic risk assessment and personal protective equipment (PPE) • Safeguarding, welfare and culture: Duty of Care, Wavepower, Harm Prevention, Children's Act (2004), Mental Capacity Act (2005): Wavepower, Harm Prevention, Children's Act (2004), Mental Capacity Act (2005) • Equality, Diversity and Inclusion: Equality Act (2010), Equality and Diversity policy • Data protection: Data Protection Act (1998), UK General Data Protection Regulation • Insurance: types of insurance, Coach Memberships • Employment: recruitment process, types of employment, safe recruitment <p>Or in-country equivalent versions.</p> <p>Sector guidance in relation to the latest industry legislation and guidance:</p> <ul style="list-style-type: none"> • National Governing Bodies – Wavepower/Code of Conduct and Code of Ethics • Health and Safety Executive • Sport England • The Child Protection in Sport unit <p>Or in-country equivalent versions.</p> <p>Learners understand the limitations of their role in respect of current legal regulatory requirements and the role and responsibilities of other people relevant to the swimming environment.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
2. Understand the structure and governance in aquatics	2.1 Describe the structure and governance of coaching organisations	Describe the structure and governance of coaching organisations as listed in the key learning content	<p>Learners understand the structure and governance of aquatics in relation to:</p> <ul style="list-style-type: none"> • County Associations • Regional Associations • National Governing Bodies • Continental Governing Bodies • International Governing Body <p>Learners know and understand an organisation's provision for coaching swimming, their goals, stakeholders, and their products and services.</p> <p>Organisation's provision and goals may include but are not limited to:</p> <ul style="list-style-type: none"> • vision • mission • lines of reporting • goals • structure <p>Stakeholders may include but are not limited to:</p> <ul style="list-style-type: none"> • athletes • coaches • clubs <p>Organisation's products offered, may include but are not limited to:</p> <ul style="list-style-type: none"> • education and training • athlete badges and rewards • coach development programmes • athlete development camps/activities <p>Organisation's services offered, may include but are not limited to:</p> <ul style="list-style-type: none"> • membership • social swimming groups • national/international ranking events • safeguarding and welfare • club governance

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
3. Understand the Optimal Coach Development Framework (OCDF)	3.1 Explain the Optimal Coach Development Framework (OCDF)	Explained the purpose of the Optimal Coach Development Framework (OCDF), including: <ul style="list-style-type: none"> • The different levels • The character attributes 	<p>Learners understand the Optimal Coach Development Framework (OCDF), the rationale behind the framework and know where to find the relevant supporting information.</p> <p>Learners know that OCDF outlines character attributes and expected behaviours for coaches at different levels of the pathway:</p> <ul style="list-style-type: none"> • Development Pathway Coach • Performance Pathway Coach • International Medal Winning Coach <p>Character attributes and behaviours are categorised into three key areas:</p> <ul style="list-style-type: none"> • Person • Coach (in the training environment) • Performer (in the arena) <p>Learners understand the impact of the above on the athlete experience and programme culture.</p>
	3.2 Describe motivations and reasons for assisting coaching sessions	Described their own motivations and reasons for being an Assistant Coach	<p>Learners can express their own coaching motivations, reasons for coaching and what they are trying to achieve.</p> <p>Learners understand the impact of self-awareness and emotional intelligence on coaching behaviour and practice.</p> <p>Learners know how to use the OCDF as a benchmark for coaching practice.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
4. Understand the Optimal Athlete Development Framework (OADF)	4.1 Explain the Optimal Athlete Development Framework (OADF)	Explained the purpose of the Optimal Athlete Development Framework (OADF), including: <ul style="list-style-type: none"> • The different levels • The character attributes 	<p>Learners understand the Optimal Athlete Development Framework (OADF), the rationale behind the framework and know where to find the relevant supporting information.</p> <p>Learners know that OADF outlines character attributes for athletes at different levels of the pathway:</p> <ul style="list-style-type: none"> • Future Performance Development • Future Performance Potential • Great British Swimmer <p>Character attributes are categorised into three key areas:</p> <ul style="list-style-type: none"> • Person • Athlete • Performer <p>Learners understand that OADF is supported by other frameworks/models that can guide the coach in managing the long term development of their athletes.</p> <p>Learners understand how coaching has a wider impact on athletes and communities and by developing these character attributes they will be developing athletes physical, social and psychological well-being, alongside improved performance.</p> <p>Learners know and understand how to use a range of positive behaviour strategies to support the creation of a positive coaching environment.</p> <p>The positive behaviour strategies are:</p> <ul style="list-style-type: none"> • assessing athletes readiness for the session • develop rapport • praise • positive reinforcement • reward/incentives • recognition of achievement • exemplary customer service e.g. Problem solving, discretion, suitable language • manage and influence stakeholders to create a positive coaching environment • maintain regular communication with athletes

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
4. Understand the Optimal Athlete Development Framework (OADF) (continued)	4.2 Describe personalised learning theories to support athlete development	Described two learning theories to support personalised learning for athletes	<p>Learners understand and know how to support personalised learning for athletes.</p> <p>The following are examples of learning theories; however other appropriate examples are accepted:</p> <ul style="list-style-type: none"> • positive reinforcement, including repetition and positive feedback • athlete involvement (e.g. problem solving) • athlete centred approach (e.g. adapting the activity)
	4.3 Describe how to adapt communication methods to meet the needs of athletes	<p>Described how to adapt communication methods to meet the needs athletes, which covered:</p> <ul style="list-style-type: none"> • one verbal communication method • one non-verbal communication method 	<p>Learners know and understand how to communicate effectively verbally and non-verbally with a range of individuals including athletes and coaches.</p> <p>Learners know and understand how to adapt their communication methods to meet the needs of the athlete.</p> <p>Verbal communication:</p> <ul style="list-style-type: none"> • volume • tone • language • terminology • coaching points • questioning • active listening <p>Non-verbal communication:</p> <ul style="list-style-type: none"> • gestures • body language (including facial expressions) • demonstrations • visual aids

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
4. Understand the Optimal Athlete Development Framework (OADF) (continued)	4.4 Outline methods to obtain athlete feedback	Outlined two different methods to obtain feedback from athletes	<p>Learners understand the benefits of gaining feedback to support retention and progress relating to personalised goals and achievement.</p> <p>Learners understand the feedback cycle:</p> <ul style="list-style-type: none"> • receipt of feedback • review feedback • adjust actions in relation to feedback provided <p>Learners are aware of different methods to obtain feedback from athletes for example:</p> <ul style="list-style-type: none"> • survey • questionnaire • verbal questioning • interview
5. Know the basics of anatomy and physiology	5.1 Identify components of the human body systems	Identified components from five of the human body systems	<p>Learners understand the key features and functions of the following human body systems:</p> <ul style="list-style-type: none"> • musculoskeletal • cardiovascular • respiratory • nervous • endocrine • lymphatic • digestive • urinary • reproductive • integumentary
	5.2 Outline the components of fitness	Outlined all eleven components of fitness as listed in the key learning content	<p>Learners can define the following components of fitness and understand how they apply to swimming:</p> <p>Health Related Components</p> <ul style="list-style-type: none"> • body composition • cardiovascular fitness • flexibility • muscular endurance • strength <p>Skill Related Components</p> <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction Time • speed

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
5. Know the basics of anatomy and physiology <i>(continued)</i>	5.3 Outline the principles of training	Outlined the five principles of training as listed in the key learning content	Learners can define the following principles of training and understand how they apply to swimming: <ul style="list-style-type: none"> • specificity • overload • adaptation • recovery • regression/detraining
	5.4 Outline energy systems	Outlined the three energy systems used in swimming	Learners know about the different energy systems: <ul style="list-style-type: none"> • Anaerobic Alactic (ATP-CP) • Anaerobic Lactic (Glycolytic) • Aerobic
	5.5 Identify training intensity classifications used in coaching swimming	Identified training intensity classifications used in coaching swimming, for the four exercise domains	Learners know about the exercise domains: <ul style="list-style-type: none"> • moderate • heavy • severe • extreme • Learners are aware of the different training intensity classification models, listed below, and can map these to the above exercise domains: <ul style="list-style-type: none"> • Sweetenham and Atkinson • Olbrecht • Urbanchek • Bowman • The Lactate Control Model • USRPT • Reverse Periodisation
6. Know the swimming strokes and skills	6.1 Identify the FUNDamental Movement Skills	Identified all fifteen FUNDamental Movement Skills as listed in the key learning content	Learners understand the FUNDamental movement skills and their role in developing physical literacy for all sports. <p>FUNDamental Movement Skills:</p> agility, balance, co-ordination, speed (ABCS); running, jumping, throwing (RJT); kinaesthetics, gliding, buoyancy, striking with an object (KGBS); catching, passing, kicking, striking with part of the body (CPKS).

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
6. Know the swimming strokes and skills (continued)	6.2 Identify the Core Aquatic Skills	Identified all nine Core Aquatic Skills as listed in the key learning content	<p>Learners understand the Core Aquatic Skills and their role in developing the Sport Specific Skills:</p> <p>Core Aquatic Skills:</p> <p>entries; exits; balance and buoyancy; rotation and orientation; streamlining; aquatic breathing; travel and co-ordination; water safety; health and wellbeing.</p> <p>Sport Specific Skills:</p> <p>strokes; starts; turns; underwaters; relay takeovers; finishes.</p>
	6.3 Outline the basic scientific principles	Outlined the basic scientific principles as listed in the key learning content	<p>Learners know about the scientific principles and how these apply to swimming, for example adopting a high elbow position during the propulsive phase of the freestyle arm action, will generate greater propulsion.</p> <p>Scientific Principles:</p> <ul style="list-style-type: none"> • buoyancy • propulsion • resistance
	6.4 Identify the sport specific skills and their component parts	<p>Identified the sport specific skills and their component parts, to include:</p> <ul style="list-style-type: none"> • all four strokes • one start • one turn • one finish 	<p>Learners know the component parts of the sport specific skills, including:</p> <p>Strokes (BLABT): body; legs; arms; breathing; timing.</p> <p>Starts: take your marks, go, flight, entry.</p> <p>Turns: approach; rotation; footplant and drive phase.</p> <p>Underwaters: dolphin kick (butterfly, backstroke, freestyle) or pull, kick and dolphin kick (breaststroke), the pullout/transition (all strokes).</p> <p>Relay Takeovers: set-up position, incoming swimmer, plant and drive, committing.</p> <p>Finish: approach; touch.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
7. Know how to use swimming equipment	7.1 Describe safe use of different types of swimming equipment	Describe the use of six different pieces of swimming equipment and outline safety considerations, including: <ul style="list-style-type: none"> at least two pieces of pool equipment; at least two pieces of coaching equipment; at least two pieces of athlete equipment 	<p>Learners are aware of the different types of swimming equipment and understand how these can be used safely.</p> <p>Swimming equipment examples:</p> <p>Pool Equipment: lane ropes; starting blocks; flags.</p> <p>Coaching Equipment: pace clock; stopwatch; whiteboard; iPad/GoPro; HR Monitor.</p> <p>Athlete Equipment: cap; goggles; drinks bottle; fins; paddles; snorkel; pullbuoy; kickboard; tempo trainer.</p> <p>Safety considerations to include:</p> <ul style="list-style-type: none"> National Governing Body guidelines safe assembly, dismantling and storage steps manual handling techniques personal protective equipment
8. Know the technical rules of competitive swimming	8.1 Identify the technical rules of competitive swimming	Identified the technical rules of competitive swimming	<p>Learners understand that there are different sets of rules and regulations for competitive swimming, including:</p> <ul style="list-style-type: none"> World Aquatics Swim England IPC and World Para Swimming <p>Learners know where to find the most up to date version of the above rules.</p>
9. Undertake data collection	9.1 Collect accurate data	Collected a minimum of four pieces of accurate data, to include: <ul style="list-style-type: none"> total race time split times stroke count stroke rate 	<p>Learners understand that data collection can inform race analysis and modelling. Data collected can also be used to measure improvement in training and competition performance and provide adapts to future activities.</p> <p>Learners can demonstrate that they can collect and use the following data:</p> <ul style="list-style-type: none"> total race time split times stroke count stroke rate start time (reaction time and time to 15m) turn time (5m in and 10m out) finish time (last 5m)

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
10. Prepare coaching sessions	10.1 Describe the components of a session plan	Described eight components of a session plan to include: <ul style="list-style-type: none"> • coach preparation; • session brief • pre-pool activity; • warm up • sets of work • swim down • post pool activity • session debrief 	<p>Learners understand the importance of planning inclusive and safe coaching sessions.</p> <p>Learners know about the components of a session plan and the purpose of each component.</p> <p>Components of a session plan include:</p> <ul style="list-style-type: none"> • coach preparation (session and athlete information) including athlete needs and goals in relation to OADF, aims and objectives, equipment • session brief • pre-pool activity (RMAP); • warm up • sets of work (i.e. prep. set, main set, kick set, pull set;) including coaching points, methods to motivate athletes, timing of activities • swim down • post pool activity • session debrief • role of support staff • generic and dynamic risk assessment including contingency plans

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
10. Prepare coaching sessions (continued)	10.2 Prepare safe and inclusive coaching session plans	<p>Prepared safe and inclusive component parts of a coaching session plan. Components to include:</p> <ul style="list-style-type: none"> • coach preparation (session and athlete information) including athlete needs and goals in relation to OADF, • two session aims • equipment • suitable progressive activities to meet session aims and athlete goals (only for the areas to be coached) • two hazards, suitable control measure and who to report to if beyond role boundaries 	<p>Learners understand the importance of and how to collect data and information, keeping it secure in line with organisation procedures and Data Protection/ GDPR before, during and after each coaching session delivery.</p> <p>Learners can interpret swimming coach session plans and prepare to deliver safe and effective coaching sessions by completing some component parts of the session plan template.</p> <p>The data and information collected would inform the session preparation and may include but aren't limited to:</p> <ul style="list-style-type: none"> • athletes with special educational needs and/or disabilities and details to inform adaptations • athletes names and age range and ability level • responsible adult details if athletes are under 18 years old or are vulnerable adults • new known details that may require adaptations <p>This information may be collected manually and/or accessed via electronic systems.</p> <p>Learners are able to identify risks and hazards relating to the environment, the activity and the athletes to maintain safety in session's e.g. lane discipline, incorrect technique, insufficient protective equipment.</p> <p>Learners are able to identify control measures to minimise risk, as well as reporting procedures when outside Assistant's role boundary.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
11. Assist coaching sessions	11.1 Assist the Swimming Coach in the delivery of coaching sessions	<p>Assisted at least two coaching sessions</p> <p>Learners must demonstrate all the assistive coaching tasks as listed in the key learning content</p> <p>Assisting in sessions must:</p> <ul style="list-style-type: none"> • be at least 30 minutes in duration • include at least four athletes 	<p>Learners can demonstrate the following assistive coaching tasks:</p> <ul style="list-style-type: none"> • used suitable verbal and non-verbal communication skills with coach and others (where applicable) • a professional demeanour (e.g. dress appropriately, positive first impression) • effective time management of session • assisting the facilitation of a clear session brief and debrief, • delivery of warm up and cool down activities • accurate explanations, technical coaching points and demonstrations • observe and analyse athlete performance and provide feedback and implementation of methods to correct identified faults in swimming strokes and skills • teamwork when working with others, including following the instructions of the swimming coach • exemplary customer service (for example, suitable language, teamwork and problem solving) • leave the venue and equipment in a condition acceptable for future use • review of the session with athletes and coach
	11.2 Demonstrate safe delivery of prepared coaching sessions	<p>Demonstrated safe delivery of prepared coaching sessions</p> <p>Learners must have adhered to the following during the two assisted coaching sessions:</p> <ul style="list-style-type: none"> • current UK legislation • industry guidelines <p>Completed dynamic risk assessments to maintain the safety of self and others throughout the sessions</p>	<p>Learners can demonstrate safe delivery when coaching to ensure the safety and well-being of athletes for example adhering to:</p> <ul style="list-style-type: none"> • current UK legislation • industry guidelines • Normal Operating Procedures (NOP) and Emergency Action Plans (EAP) where appropriate • safe use of equipment • appropriate activities/practices for the athletes • appropriate duty of care and safeguarding <p>Learners are able to complete dynamic risk assessment when delivering coaching sessions to identify potential hazards and change their response by changing the following:</p> <ul style="list-style-type: none"> • activities to meet the athlete's needs • appropriate use of safety and protective equipment • appropriate athletes support • appropriate duty of care to athletes • appropriate compliance with relevant legal responsibilities

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
11. Assist coaching sessions (continued)	11.3 Use effective communication skills when assisting coaching sessions	Used three verbal and three non-verbal communication skills from the list in the key learning content with athletes	<p>Learners are able to communicate verbally and non-verbally respecting equality and diversity with a range of individuals including athletes</p> <p>Verbal communication:</p> <ul style="list-style-type: none"> • volume • tone • language • terminology • coaching points • active listening <p>Non-verbal communication:</p> <ul style="list-style-type: none"> • gestures • body language (including facial expressions) • demonstrations
	11.4 Use positive behaviour strategies when assisting coaching sessions	Used two positive behaviour strategies from the list in the key learning content with athletes	<p>Learners are able to use a range of positive behaviour strategies to support athlete's physical and emotional needs to create a positive coaching environment.</p> <p>The positive behaviour strategies include:</p> <ul style="list-style-type: none"> • assessing athletes readiness for the session • develop rapport • praise • positive reinforcement • recognition of achievement • exemplary customer service e.g. Problem solving, discretion, suitable language • maintain regular communication with athletes
	11.5 Demonstrate behaviour management skills when assisting coaching sessions	Used two behaviour management skills when assisting in coaching sessions	<p>Learners know how to use behaviour management skills suitable to the coaching environment and athlete needs</p> <p>Behaviour management skills include:</p> <ul style="list-style-type: none"> • setting rules • managing expectations • consistency of approach • managing conflicts • referral to the coach when outside role boundaries

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
11. Assist coaching sessions (continued)	11.6 Implement adaptations and personalised learning theories to meet needs of athletes	Implemented an adaptation to meet the needs of an athlete Implemented a personalised learning theory to meet the needs of an athlete	<p>Learners apply personalised learning theories and use their professional judgement to implement suitable adaptations to meet the needs of individual athletes.</p> <p>They understand the importance of adapting to meet both the physical and emotional needs of athletes to support the individuals' progress and to create an inclusive environment.</p> <p>Learners know when to refer to the coach when outside of own professional boundary.</p> <p>The following are examples of learning theories:</p> <ul style="list-style-type: none"> • positive reinforcement, including repetition and positive feedback • athlete involvement (e.g. problem solving) • athlete centred approach (e.g. adapting the activity) <p>A change in the needs of athletes, may include the following:</p> <ul style="list-style-type: none"> • illness or injury to an athlete • sudden or excessive anxiety • athlete is a higher or lower level than other athletes in the session • para athletes <p>Adaptations may include the following:</p> <ul style="list-style-type: none"> • change in coaching practice/activity to meet the needs of the athlete • change in session duration or frequency • adapting coaching style

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
12. Evaluate coaching sessions	12.1 Complete an evaluation of assisted coaching sessions	<p>Completed one evaluation of the assisted coaching sessions</p> <p>The evaluation must include:</p> <ul style="list-style-type: none"> athlete performance and Assistant Coach performance areas as listed in the key learning content one strength and one area for development for each of the listed performance areas 	<p>Learners know how the 'plan-do-review' cycle can support continuous improvement of session delivery.</p> <p>When considering strengths and areas for development, the following areas should be considered.</p> <p>Athlete Performance:</p> <ul style="list-style-type: none"> achievement of session aims/objectives athlete behaviour during the session (i.e. interaction with coaching team and OADF behaviours) <p>Assistant Coach Performance:</p> <ul style="list-style-type: none"> planning of session component parts own behaviour during the session (i.e. interaction with others and OCDF behaviours) following the instructions of the Coach or Senior Coach coaching practices and activities adaptations for athlete needs communication skills with athletes and coach feedback and Instruction <p>Learners understand how their evaluations can support their future coaching and the performance of their athletes.</p>
13. Plan for professional development	13.1 Complete an Individual Development Plan	<p>Completed an Individual Development Plan, which included:</p> <ul style="list-style-type: none"> an expression of own coaching motivations related to reasons for coaching and what they are trying to achieve two areas of personal development relating to OCDF details of how the two areas will be achieved what resources and/or support will be needed 	<p>Learners understand the importance of personal/professional development and the impact this can have on the Assistant Coach and athlete.</p> <p>Learners know how to use OCDF to self-reflect on their knowledge, skills and abilities to identify areas for development.</p> <p>Examples of personal/professional development include:</p> <ul style="list-style-type: none"> improving preparation and delivery increasing knowledge developing communication skills <p>Learners know about a range of opportunities and resources that could be accessed for example:</p> <ul style="list-style-type: none"> observing other coaches work experience further training and education independent research mentoring



14 Contact points

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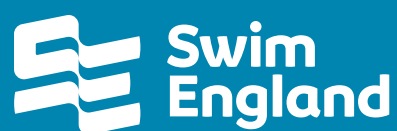
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