

## Higher National Unit Specification

### General information for centres

**Unit title:** Swimming Teachers: An Introduction

**Unit code:** DP2G 34

**Unit purpose:** On completion of the Unit the candidate should be able to integrate progressive teaching programmes based on technical and educational principles for the planning of swimming programmes. The unit is aimed at those candidates who wish to develop skills in the teaching of swimming or who wish to pursue a career in the aquatic industry.

On completion of the Unit the candidate should be able to:

1. Demonstrate the effective delivery of a swimming session applying the fundamentals of stroke technique and aquatic skills.
2. Apply the basic principles of skills analysis to a swimming session.
3. Describe the basic principles and procedures of Pool Safety Operating Procedures (PSOPs) and related Health and Safety issues of a swimming pool environment

**Credit points and level:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

**Recommended prior knowledge and skills:** Candidates should possess good communication skills. Other knowledge skills and experience relevant to the unit would also be beneficial. Ultimately, entry is at the discretion of the centre.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This unit is an optional unit included in the framework for the HNC/D Fitness, Health & Exercise.

**Assessment:** Outcomes 1 and 2 could be combined into a single holistic assessment to produce a completed lesson plans incorporating appropriate documentation designed to meet all of the knowledge and/or skills of the outcome.

A closed book, written exam using a mixture of short answer and extended response questions under controlled conditions, could assess outcome 3.

Outcomes 1, 2 and 3 performance evidence could be assessed individually using tutor observational checklists and written evidence.

A reflective log book could be used throughout unit to document performance evidence.

## Higher National Unit specification: statement of standards

**Unit title:** Swimming Teachers: An Introduction

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

(If you think holistic assessment is the best assessment strategy for the Unit and you wish to state *Knowledge and/or Skills* and *Evidence requirements* for the Unit as a whole, please add the following statement here: ‘Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.’)

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Demonstrate the effective delivery of a swimming session applying the fundamentals of stroke technique and aquatic skills.

#### Knowledge and/or skills

- ◆ Planning and teaching
- ◆ Motivation and communication
- ◆ Basic aquatic skills
- ◆ Basic swimming and stroke technique

#### Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- Identify and apply a suitable range of teaching methods
- Effectively implement plans
- Effectively manage session
- Identify and apply effective motivational factors
- Apply effective communication methods
- Identify and apply fundamentals of swimming principles
- Identify and teach basic stroke technique
- Identify and teach basic aquatic skills

Candidates should provide a written response in designing two lessons plans for a swimming and non-swimming client group. The written response should be designed to meet all of the knowledge and/or skills of the outcome.

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Swimming Teachers: An Introduction

The assessment of this outcome could be conducted under open book conditions. Should there be ambiguity regarding a candidate's response, oral questioning may be used to eliminate any doubt as to the candidate's understanding. The lecturer should note questions and responses. The performance evidence should be recorded through a checklist.

#### **Assessment guidelines**

The candidate will be required to perform a suitable range of teaching methods to specific client groups.

### **Outcome 2**

Apply the basic principles of skills analysis to a swimming session

#### **Knowledge and/or skills**

- ◆ Basic principles of skill analysis
- ◆ Session evaluation
- ◆ Principle of work and rest

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe and apply knowledge of skill acquisition: timing, leg action, arm action, breathing and position of body
- ◆ describe and apply the principles of Work and rest: distributed and massed practise
- ◆ describe and apply an understanding of the purpose and principles of evaluation:
- ◆ produce and apply a range of methods of collecting data relevant to a conducted session: record keeping, attendance and progress reports

The written response of this outcome could be conducted under open book conditions and be designed to meet all of the knowledge and/or skills of the outcome. Should there be ambiguity regarding a candidate's response, oral questioning may be used to eliminate any doubt as to the candidate's understanding. The assessor should note questions and responses. Performance elements should be recorded through a checklist.

#### **Assessment guidelines**

The candidate will be required to devise and implement knowledge of skill acquisition in relation to swimming/stroke technique.

The candidate will be required to perform a range of teaching methods in relation to performance.

Candidate will require evidence to demonstrate their skills and/or knowledge of the evaluation process.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Swimming Teachers: An Introduction

### **Outcome 3**

Describe the basic principles and procedures of Pool Safety Operating Procedures (PSOPs) and related Health and Safety issues of a swimming pool environment

#### **Knowledge and/or skills**

- ◆ Swimming pool operating procedures
- ◆ Basic rescue equipment procedures
- ◆ Methods of pool entry and exit
- ◆ Personal hygiene and cleanliness

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify and apply Pool Safety Operating Procedures (PSOP's): Emergency Action Plans (EAP's), Normal Operating Procedures (NOP's) and Health and Safety guidelines
- ◆ identify and use the basic aquatic rescue equipment: ropes, poles, throw bags and rings
- ◆ explain and apply pool entry/exit requirements
- ◆ describe standard rescue procedures: Royal Life Saving Society (RLSS), National Aquatic Rescue Standards (NARS)
- ◆ explain and apply personal hygiene and cleanliness

The written response of this outcome should be conducted under closed book conditions and be designed to meet all of the knowledge and/or skills of the outcome. Should there be ambiguity regarding a candidate's response, oral questioning may be used to eliminate any doubt as to the candidate's understanding. The assessor should note questions and responses.

The performance element should be recorded through a checklist.

#### **Assessment guidelines**

The written response of this outcome could be conducted as a single assessment consisting of short answer questions.

The candidate will be required to demonstrate an accurate understanding of Health and Safety and Pool Operational procedures.

The candidate will be required to apply a suitable range of safety requirements appropriate to a specific client group.

## **Administrative Information**

<b>Unit code:</b>	DP2G 34
<b>Unit title:</b>	Swimming Teachers: An Introduction
<b>Superclass category:</b>	MC
<b>Date of publication:</b>	August 2005
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## **Higher National Unit specification: support notes**

### **Unit title:** Swimming Teachers: An Introduction

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

The content and context for this unit should be appropriate to the personal and vocational needs of the candidate. This unit provides opportunities for candidates to develop skills and underpinning knowledge onto which more specialised skills and knowledge can be built. The unit is aimed at those candidates who wish to develop skills in teaching of swimming or who wish to pursue a career in aquatic industry. Candidates should be encouraged to examine their own strengths and weaknesses throughout the delivery.

Teaching methods can include experimental teaching, group teaching, one-to one teaching, autocratic delivery, whole-part-whole and other methods as appropriate.

The context should develop a meaningful learning experience and allow candidates to demonstrate achievement in the three outcomes. The range of contexts in which Swimming Teachers: An Introduction can be developed is varied and may involve, extensive shadowing of a Swimming Teacher.

This unit may provide opportunities for the automatic accreditation of prior learning of Swimming Teachers Association (STA) Level 2 Swimming Teachers Certificate – Beginners and Amateur Swimming Association (ASA) Assistant Swimming Teachers.

### **Guidance on the delivery and assessment of this Unit**

The learning and teaching approaches should encourage candidates to identify evidence of their attainment in teaching at an introductory level and look for opportunities to transfer their learned skills to employment opportunities. There should be, where appropriate arrangements made to ensure there are no artificial barriers of learning. The nature of candidates learning needs should be taken into account when planning learning experiences.

Candidates in possession of a National Governing Body Award (NGB) may be considered for APL in certain criteria of this unit. If this unit is being used in conjunction with other certified awards, evidence of attainment should be gathered.

### **Open learning**

Whilst candidates study out with the centres using materials provided, it would be necessary to attend the centre for performance related assessments.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Swimming Teachers: An Introduction

### **Candidates with additional support needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** Swimming Teachers: An Introduction

The unit introduces you to the broad nature of aquatic activities in a sporting environment. It introduces the competences necessary to work with various clients groups and how to assess these factors in a practical and theoretical setting.