

Learning Outcome and Assessment Criteria

Swim England Level 2 Teaching Swimming

Learning Outcomes	Assessment Criteria	Key Learning Content
1. Understand the legal and personal safety requirements of teaching swimming	1. Explain how to meet the legal requirements for teaching swimming	Legal requirements: <ul style="list-style-type: none"> ➤ Health and safety to include Pool Safety Operating Procedures (PSOPs) ➤ Safeguarding ➤ Equality and diversity ➤ GDPR <p>How to:</p> <ul style="list-style-type: none"> ➤ Respond to concerns ➤ Respond to incidents ➤ Record incidents if appropriate ➤ Report to the named responsible person if appropriate
	2. Explain the safety considerations of teaching from the poolside and the water	Safety considerations: <ul style="list-style-type: none"> ➤ Delivering the centres PSOP's ➤ National governing body guidelines ➤ Experience and ability of participants ➤ Pool environment ➤ Professional conduct
2. Know about the responsibilities of a Swimming Teacher	1. Describe the responsibilities of a Swimming Teacher	Responsibilities: <ul style="list-style-type: none"> ➤ To ensure the safety and security of participants and others within the role of a qualified Level 2 Swimming Teacher ➤ To teach, develop and assess participants ➤ To supervise the swimming assistant ➤ To instruct the swimming assistant ➤ To provide feedback to customers
3. Understand the role of the Swimming Teacher in promoting aquatics	1. Describe the Athlete Development Support Pathway in swimming	Athlete Development Support Pathway: <ul style="list-style-type: none"> ➤ Swim England Athlete Development model or equivalent for swimming ➤ Each stage and its purpose
	2. Explain the importance of the FUNdamentals stage of the Athlete	Importance: <ul style="list-style-type: none"> ➤ To teaching of aquatics to teach the underlying skills and strokes of aquatics

	Development Support Pathway	<ul style="list-style-type: none"> ➤ To support the progression to the Learning to Train stage
	3. Describe how the Swimming Teacher encourages lifelong participation in aquatics	<p>Lifelong participation:</p> <ul style="list-style-type: none"> ➤ Continued enjoyment within aquatics ➤ Signposts participants to other aquatic disciplines including para- swimming ➤ Signpost participants to other aquatic health and fitness and/or recreational activities
	4. Explain how an organisation's swimming related products and services promote retention	<p>Organisation, for example:</p> <ul style="list-style-type: none"> ➤ Local leisure centres ➤ Local clubs ➤ Swim England or equivalent
4. Understand the scientific principles in swimming	1. Explain the influence of the scientific principles on participants in the water	<p>Scientific principles:</p> <ul style="list-style-type: none"> ➤ Buoyancy ➤ Propulsion ➤ Resistance ➤ Depth of water ➤ Temperature of water
5. Know the skills and strokes needed in swimming	1. Describe the Core Aquatic Skills needed in swimming	<p>Core Aquatic skills:</p> <ul style="list-style-type: none"> ➤ Entry to include dives linked to Stage 7 of LTS framework outcomes ➤ Exits ➤ Buoyancy and Balance ➤ Rotation and Orientation ➤ Streamlining ➤ Aquatic breathing ➤ Travel and Coordination to include sculling ➤ Water Safety ➤ Health and fitness
	2. Describe key features of the component parts of the four swimming strokes	<p>Key features:</p> <ul style="list-style-type: none"> ➤ Important parts of the strokes <p>Component parts:</p> <ul style="list-style-type: none"> ➤ Body position ➤ Leg action ➤ Arm action ➤ Breathing ➤ Timing <p>Swimming strokes:</p> <ul style="list-style-type: none"> ➤ Frontcrawl ➤ Backstroke ➤ Breaststroke ➤ Butterfly
6. Understand the types of equipment	1. Explain the advantages and	<p>Types of equipment</p> <p>Pool equipment, for example:</p>

used for swimming lessons	disadvantages of different types of equipment used for swimming lessons	<ul style="list-style-type: none"> ➤ Lane ropes ➤ Markers ➤ Pool dividers ➤ Flags ➤ Booms <p>Teaching equipment, for example:</p> <ul style="list-style-type: none"> ➤ Floats ➤ Balls ➤ Sinkers ➤ Egg flips ➤ Toys ➤ Watering cans ➤ Noodles ➤ Activity cards ➤ Hoops ➤ Flippers <p>Flotation equipment, for example:</p> <ul style="list-style-type: none"> ➤ Discs ➤ Armbands ➤ Shark fin ➤ Buoyancy belt ➤ Noodles
7. Be able to plan for swimming teaching	1. Produce six swimming lesson plans for different levels of ability	<p>Swimming lesson plans:</p> <ul style="list-style-type: none"> ➤ Each lesson must be at least 30 minutes ➤ Each plan must show how it could be adapted to integrate participants with Special Educational Needs and Disabilities (SEND), and Different ability levels ➤ All plans must cater for a minimum of four participants ➤ At least one plan must cater for a minimum of eight participants ➤ All plans must cater for the use of a Swimming Assistant <p>Six lesson plans of an appropriate standard, each to include:</p> <ul style="list-style-type: none"> ➤ Information about the participants and the lesson ➤ Equipment ➤ Aims and objectives ➤ Timings ➤ Activities/practices ➤ Teaching points ➤ Organisation ➤ Working with a swimming assistant ➤ Introduction ➤ Entry ➤ Warm up ➤ Main activity

		<ul style="list-style-type: none"> ➤ Contrasting activity ➤ Cool down if applicable ➤ Exit ➤ Conclusion ➤ Risk assessment; hazards specific to this lesson plan and control measures to minimise hazards <p>Levels of ability; A minimum of one from each of the ability levels listed below must be covered within the six swimming lesson plans</p> <p>Swim England Learn to Swim Framework or equivalent:</p> <ul style="list-style-type: none"> ➤ Stage 1 or 2 (water confidence) ➤ Stage 3 (body position) ➤ Stage 4 or 5 (legs and arms) ➤ Stage 6 or 7 (breathing and timing)
	<p>2. Produce two overviews for a series of lessons for two Learn to Swim stages</p>	<p>Overview:</p> <ul style="list-style-type: none"> ➤ Lesson outline to include aims and objectives for each lesson ➤ Progression ➤ Working with a Swimming Assistant <p>Series:</p> <ul style="list-style-type: none"> ➤ Minimum of six linked lessons <p>Learn to Swim stage:</p> <ul style="list-style-type: none"> ➤ Swim England Learn to Swim Framework stages 1-7 or equivalent
8. Know about national curriculum swimming lesson	<p>1. Identify the three outcomes of national curriculum for swimming</p>	<p>Outcomes of the national curriculum for swimming:</p> <ul style="list-style-type: none"> ➤ Swim competently, confidently and proficiently of over a distance of at least 25m ➤ Use a range of strokes effectively ➤ Perform safe self-rescue in different water based situations
	<p>2. Identify how a national curriculum lesson is different to a learn to swim lesson</p>	<p>Differences:</p> <ul style="list-style-type: none"> ➤ Larger class sizes ➤ Mixed ability groups
9. Be able to teach swimming lessons	<p>1. Deliver six planned lessons to groups at different levels of ability</p>	<p>Lessons:</p> <ul style="list-style-type: none"> ➤ A minimum of six lessons must be delivered ➤ Each lesson must be at least 30 minutes ➤ All lessons must cater for a minimum of eight participants ➤ At least one lesson should show supervision and direction of a Swimming Assistant

		<p>Lessons must cover at least one from each of the ability levels listed below. Swim England Learn to Swim Framework or equivalent:</p> <ul style="list-style-type: none"> ➤ Stage 1 or 2 (water confidence) ➤ Stage 3 (body position) ➤ Stage 4 or 5 (legs and arms) ➤ Stage 6 or 7 (breathing and timing)
10. Be able to demonstrate lesson management skills	1. Demonstrate appropriate regard for safety including safeguarding	<p>Appropriate:</p> <ul style="list-style-type: none"> ➤ Meeting legal requirements ➤ Suitable for the lesson and needs of the participants <p>Regard for safety:</p> <ul style="list-style-type: none"> ➤ Adhere to risk assessment ➤ Adhere to emergency operating procedures ➤ Maintain safety of self and others throughout the lesson including safeguarding
	2. Demonstrate appropriate behaviour management skills	<p>Appropriate:</p> <ul style="list-style-type: none"> ➤ Suitable for the lesson and need of the participants <p>Behaviour management skills:</p> <ul style="list-style-type: none"> ➤ Rules ➤ Expectations ➤ Consistency of approach ➤ Resolving conflict ➤ Sanctions <p>Please note: if these situations do not naturally occur a professional discussion with the assessor will take place and be recorded</p>
	3. Demonstrate appropriate time management skills	<p>Appropriate:</p> <ul style="list-style-type: none"> ➤ Suitable for the lesson and needs of the participants <p>Time management skills:</p> <ul style="list-style-type: none"> ➤ Follow lesson timings and adapt if needed ➤ Deliver lesson at an appropriate pace
	4. Direct and supervise the Swimming Assistant	<p>Direct and supervise to include:</p> <ul style="list-style-type: none"> ➤ Ensuring the Swimming Assistant carries out their roles and responsibilities ➤ Supporting the development of technical delivery ➤ Supporting the development of interpersonal skills in a professional environment ➤ Providing feedback for future development
11. Be able to demonstrate communication skills and customer	1. Use appropriate verbal and non-verbal	<p>Appropriate:</p> <ul style="list-style-type: none"> ➤ Suitable for participants and the environment <p>Verbal communication:</p>

service within the swimming teaching environment	communication skills with participant	<ul style="list-style-type: none"> ➤ Volume ➤ Tone ➤ Language ➤ Terminology ➤ Teaching points <p>Non-verbal communication:</p> <ul style="list-style-type: none"> ➤ Gestures ➤ Body language ➤ Demonstrations ➤ Positioning
	2. Use appropriate verbal and non-verbal communication with a Swimming Assistant	<p>Appropriate:</p> <ul style="list-style-type: none"> ➤ Suitable for the other people and the environment <p>Verbal communication:</p> <ul style="list-style-type: none"> ➤ Volume ➤ Tone ➤ Language ➤ Terminology <p>Non-verbal communication:</p> <ul style="list-style-type: none"> ➤ Gestures ➤ Body language
	3. Use appropriate verbal and non-verbal communication skills with a responsible adult	<p>Appropriate:</p> <ul style="list-style-type: none"> ➤ Suitable for the other people and the environment <p>Verbal communication:</p> <ul style="list-style-type: none"> ➤ Volume ➤ Tone ➤ Language ➤ Terminology <p>Non-verbal communication:</p> <ul style="list-style-type: none"> ➤ Gestures ➤ Body language <p>Responsible adult, for example:</p> <ul style="list-style-type: none"> ➤ Parent ➤ Guardian ➤ Carer
12. Be able to use a variety of appropriate teaching methods to meet participants needs	1. Explain the needs of different participants	<p>Participants needs, for example:</p> <ul style="list-style-type: none"> ➤ Adults ➤ New to swimming lessons ➤ Experienced and confident around water ➤ Over confident ➤ Scared of water ➤ Negative previous experience around water ➤ Unwilling to participate

		<ul style="list-style-type: none"> ➤ Under 5 year old without a responsible adult in the water ➤ Special education needs and/or disabilities ➤ Specific cultural requirements
	2. Implement a range of appropriate teaching methods to meet the needs of participants and the environment	<p>Appropriate:</p> <ul style="list-style-type: none"> ➤ Suitable for the needs of the participants <p>Range:</p> <ul style="list-style-type: none"> ➤ Four or more teaching methods <p>Teaching methods, or example:</p> <ul style="list-style-type: none"> ➤ Deep water ➤ Shallow water ➤ Single stroke ➤ Multi stroke ➤ Whole part whole ➤ Part whole ➤ Guided discovery ➤ Problem solving ➤ Group ➤ One to one
	3. Use a range of appropriate organisational methods to meet the needs of participants and the environment	<p>Appropriate:</p> <ul style="list-style-type: none"> ➤ Suitable for the needs of the participants <p>Range:</p> <ul style="list-style-type: none"> ➤ Three or more organisational methods <p>Organisational methods, for example:</p> <ul style="list-style-type: none"> ➤ Whole group ➤ Waves ➤ Cannon/domino ➤ Circuits ➤ Random spacing ➤ Lane discipline
13. Be able to develop participants Core Aquatic Skills and swimming strokes	1. Teach all of the Core Aquatic Skills to participants	<p>Core Aquatics Skills:</p> <ul style="list-style-type: none"> ➤ Entry to include dives linked to Stage 7 of LTS framework outcomes ➤ Exits ➤ Buoyancy and Balance ➤ Rotation and Orientation ➤ Streamlining ➤ Aquatic breathing ➤ Travel and Coordination to include sculling ➤ Water Safety (to include: entries & exits, treading water, H.E.L.P position, 'shout and signal' rescue and water safety code) ➤ Health and fitness

	2. Teach all of the swimming strokes to participants	Swimming strokes: ➤ Teach components of all four competitive swimming strokes in accordance with the laws of the sport
	3. Teach progressive practices/activities to participants	Progressive practices/activities: ➤ Teach appropriate practices/activities to meet the aims and objectives of the lesson
	4. Implement suitable adaptations to teaching practices/activities	Adaptations: ➤ Change teaching practices/activities to meet the needs of individual participants ➤ Ability to reinforce/repeat earlier practices to support individual progress
	5. Identify common fault in Core Aquatic Skills	Common faults: ➤ Faults in core aquatic skills relevant to the participants
	6. Identify common faults in swimming strokes	Common faults: ➤ Faults in swimming strokes relevant to the participants
	7. Implement correction methods for Core Aquatic Skills	Corrective methods: ➤ Give feedback and make changes to correct the fault to meet the needs of the individual participant
	8. Implement correction methods for swimming strokes	Corrective methods: ➤ Give feedback and make changes to correct the fault to meet the needs of the individual participant
14. Be able to demonstrate motivational techniques	1. Use a range of appropriate motivational techniques for participants	Range: ➤ Two or more motivational techniques Appropriate: ➤ Suitable for the needs of the participants Motivational techniques: ➤ Praise ➤ Positive reinforcement ➤ Positive learning environment ➤ Rewards ➤ Incentives ➤ Goal setting
15. Understand participants assessment	1. Describe how to assess participants against expected standard	How: ➤ Initial ➤ Ongoing ➤ Summative Expected standards:

		<ul style="list-style-type: none"> ➤ As stated within the Swim England Learn to Swim Framework stages 1-7 or equivalent
16. Be able to assess participants	1. Carry out accurate participant assessment	<p>Accurate:</p> <ul style="list-style-type: none"> ➤ Meeting expected standards <p>Participant assessment:</p> <ul style="list-style-type: none"> ➤ Monitoring participant progress to include initial, ongoing and summative assessment ➤ Recording of assessment
17. Be able to evaluate own performance	1. Carry out six self-evaluations of own performance	<p>Self-evaluation:</p> <ul style="list-style-type: none"> ➤ Strengths and areas for improvement of the six delivered lessons <p>Own performance:</p> <ul style="list-style-type: none"> ➤ Planning ➤ Teaching practices ➤ Communication skills ➤ Motivation techniques ➤ Lesson management skills ➤ Assessment skills ➤ Working with the Swimming Assistant
18. Be able to plan for professional development	1. Produce an action plan to improve own performance	<p>Action Plan:</p> <ul style="list-style-type: none"> ➤ SMART targets (Specific, Measurable, Achievable, Realistic, Time-based), short term and long term ➤ Relevant opportunities, for example progression onto other courses/qualifications and continual professional development (CPD) opportunities