



**Scottish  
Swimming**

# **SQA Level 1 Certificate for Coaching Swimming**

## **Course Syllabus**



## Overview

This qualification is aimed at those interested in supporting the coaching programme in a competitive swimming environment.

### Scottish Credit and Qualifications Framework (SCQF)

This qualification is recognised on the SCQF as a National Progression Award at Level 4. In order to achieve the qualification Candidates must achieve Units 1 and 2.

### Pre-requisites

Candidates must be at least 16 years of age at the commencement of the course.

### Introduction

The Level 1 Certificate for Coaching Swimming sits as the first formally assessed qualification on the coaching qualifications pathway. Unit 1 is a common unit to all of the aquatic strands (Swimming Coaching, Diving, Synchronised Swimming and Water Polo) and has a focus on the “how to coach” skills with the technical emphasis on movement literacy (as defined by the Long Term Athlete Development framework for swimming). It is envisaged that this unit can be delivered to all Coaches who wish to work in the aquatic environment. Unit 2 Swimming Coaching has a focus on Swimming Coaching technical knowledge and practical skills that will allow the Coach to fulfil the following Role Descriptor.

### Role Descriptor

To actively support a more senior qualified / licensed swimming coach, at any level, in the delivery of a pre-prepared coached session. This person will be expected to have an understanding of speed swimming techniques, a basic understanding of appropriate corrections to common faults and be able to deliver a series of effective training sets.

### Format

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

### Length of Learning Programme

20.25 hours theory

11.75 hours practical

Four hours per candidate of practical coaching 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 practical session will be decided by the course Tutor on how best to deliver the learning programme. Flexibility is allowed in order that the practical element of the course criteria best suits the prior knowledge and experience of the candidates attending.

32 hours total plus written knowledge test

### Depth of knowledge

The depth of knowledge required for the qualification is at a basic level and is described in the publication “*Swimming Coaching Level 1*” and the additional candidate resources provided as part of the course. For tutors the level is as described in the relevant Tutor Pack.

### **Assessment and Verification**

Assessment is by the course tutor/assessor and will cover the following:

- Practical coaching through the use of an observation checklist plus one formal 15 minute
- assessment to meet the criteria
- Theoretical knowledge through the use of a multi choice knowledge test.
- Planning, preparation and associated tasks through the completion of a candidate log book.
- Courses leading to a SQA qualification are subject to internal and external verification on a sampling basis.

### **Progression**

Achievement of this qualification may enable the candidate to secure employment (paid or voluntary) as a support coach normally operating in the context of a swimming club, a local authority swimming programme or a private swimming programme. The qualification is the first stage in a five level coaching structure. Unit 1 - How to Coach in an Aquatic Environment is transferable across all disciplines and therefore candidates wishing to take a Level 1 qualification in another discipline are only required to complete Unit 2 for that discipline.

### **Recommended Reading and Resources**

#### **Unit 1:**

- Coaching for LTAD: To improve participation and performance in sport: I Stafford: Coachwise (*Section 4 page 3*)
- How to coach sports safely: scUK: Coachwise (*Section 4 page 4*)
- What is Sports Coaching: A. Miles: Coachwise (*Section 4 page 5*)
- A competent swimmer: An illustrated guide to teaching further practices: A Eakin: ASA (*Section 4 page 10*)
- Swimming fundamentals: YMCA: Human Kinetics (*Section 4 page 17*)

#### **Unit 2:**

- A competent swimmer: An illustrated guide to teaching further practices: A Eakin: ASA (*Section 4 page 10*)
- Swimming Teaching and Coaching, Level 1: ASA
- The Swimmer Pathway, Long Term Athlete Development: ASA

### **Guided teaching hours away from the course**

Candidates will be expected to prepare aspects of sessions, complete additional tasks allocated by the tutor including general worksheets and reading in addition to the course content. The exact time required would vary from candidate to candidate but will normally amount to approximately 6-10 hours.

### **Course Administration**

Candidates:

- Units 1 & 2 can be taken as either a course or as individual units
- Unit 1 needs to be passed, based on tutor assessment, prior to progressing on to Unit 2.

### **Learning Programme:**

- All practical aspects of the learning programme leading to any aquatic qualification at Level 1 must be delivered in a physical location that meets the minimum criteria laid out by the Awarding Body.
- Courses must be registered through Scottish Swimming with the Scottish Qualifications Authority (SQA) 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)
- Candidates should experience working with a range of participate numbers with groups of singles to multiples during the learning programme
- The assessment and training of Unit 2 must be within an appropriate aquatic environment.
- All assessment should be undertaken in accordance within the guidance laid out by the Awarding Body.
- The maximum number of candidates per fully licensed tutor is 12.
- Recommended hours for Unit 1 is 7 hours practical and 14 hours theory
- Recommended hours for Unit 2 is 4 hours practical and 7 hours theory

### **Human Resources needed for delivery and assessment**

All tutors delivering level 1 qualifications are expected to have completed the Scottish Swimming

upskilling or Scottish Swimming tutor training (or equivalent Tutor qualification). Only Scottish

Swimming licensed tutors (or ASA tutors by prior agreement with Scottish Swimming) may deliver Scottish Swimming qualifications.

## **UNIT 1 – HOW TO TEACH/COACH IN AN AQUATIC ENVIRONMENT**

## Description of the Unit

This unit is a core unit and links across all Scottish Swimming Level 1 qualifications – Swimming Coaching, Diving, 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 teaching/coaching methods as well as understanding aquatic physical literacy and how to use 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, evaluating and feedback when looking at the activity, participants and self.

## 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.

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- *Range of participants:* male; female; child; adult; veteran; vulnerable; novice; experienced; elite; parents; other teachers/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.

## Assessment

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

## 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 participant's 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, CPKs 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 teacher/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.

### **Assessment**

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

### **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 level 1 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.

### **Assessment**

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

### **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 governing body guidelines; governing body guidance statements i.e. teaching from the poolside, diving, jumping into shallow water, definition of supervision, safe supervision for coaching Water Polo.
- *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.

### **Assessment**

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

### **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.

### **Assessment**

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

### **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 participants' 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 & 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.

### **Assessment**

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

### **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); Home Country governing body child protection guidelines and procedures; safe recruitment practices and vetting procedures (including the Criminal Records Bureau (CRB) and Disclosure Scotland); teacher/coach protection; Swim-Line; code of ethics (Home Country specific); lines of best practice.

### **Assessment**

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

## **UNIT 2 – COACHING SWIMMING**

### **Description of the Unit**

This unit is a mandatory unit.

This unit explores the practical skills and knowledge of being a support coach in a swimming environment by looking at areas of the sport of competitive swimming, Practical Skills, Techniques and Training Preparation and the Human Body.

Candidates will have the opportunity to gain practical poolside skills whilst utilising a prepared

check list of common stroke faults and corrections. They will investigate the specialist nature of the sport of swimming whilst gaining an understanding building effective training sets.

### **Summary of Outcomes**

To achieve this unit, candidates must:

1. Show understanding of the Sport of Swimming and the specialist environment in which it takes place.
2. Demonstrate relevant practical poolside skills and practices.
3. Utilise a checklist to identify common faults in all strokes, starts, turns and finishes.
4. Utilise a checklist to identify appropriate corrections to common faults in all strokes, starts, turns and finishes.

### **Element 1 - The Sport of Competitive Swimming**

To achieve this element, the candidate must be able to:

- U2.1.1 Identify the factors that influence movement in water.
- U2.1.2 Identify the recognised world and Olympic events in the sport of competitive swimming.
- U2.1.3 Identify key organisations that support the sport of competitive swimming.

### **Syllabus**

- *Specialised environment:* Density, Drag, flotation, buoyancy, propulsion, depth of water, temperature, wave motion.
- *Events in competitive swimming:* Events e.g. Backstroke 50m, 100m, 200m; Breaststroke 50m, 100m, 200m; Butterfly 50m, 100m, 200m; Freestyle 50m, 100m, 200m, 400m, 800m, 1500m; Individual Medley 200m, 400m; Relays 4x100m Medley; 4x100m Freestyle; 4x200m Freestyle.
- *Organisations:* IOC, FINA, LEN. BOA, British Swimming, Home Country Swimming Associations.

### **Assessment**

This element will be assessed through a written knowledge test in the form of a multiple 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.
- U2.2.2 Demonstrate appropriate coaching practices (so coaches do not place themselves in risk situations).
- U2.2.3 Demonstrate effective coaching practice in the context of a support coach.

### **Syllabus**

- *Practical Skills:* Stop watch use; clock use; lane discipline; use of equipment; communication to allow set and technique direction, areas of risk during coaching.

### **Assessment**

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

### **Element 3 – Techniques**

To achieve this element, the candidate must be able to:

- U2.3.1 Utilising a checklist to identify common faults in all strokes, starts, turns and finishes.
- U2.3.2 Utilising a checklist to identify appropriate corrections to common faults in all strokes, starts, turns and finishes.

### **Syllabus**

- *Techniques:* Frontcrawl, Backstroke, Butterfly, Breaststroke, Starts, Turns, Finishes.

### **Assessment**

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

### **Element 4 - Training Preparation and the Human Body**

To achieve this element, the candidate must be able to:

- U2.4.1 Produce a training set for three different training areas.
- U2.4.2 Show briefly how the construction of the training sets utilises the principles of D.I.R.T.

### **Syllabus**

- Distance, Intensity, Repetition, Time (D.I.R.T); low intensity aerobic, medium intensity endurance; high intensity anaerobic; speed; recovery; skill.

### **Assessment**

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