

ASA LEVEL 1 CERTIFICATE FOR TEACHING (SWIMMING FOR PEOPLE WITH DISABILITIES)

GENERAL INFORMATION

1. INTRODUCTION

The ASA Level 1 Certificate for Teaching (Disabilities) comprises 3 units:

- Unit 1 (core theory)** this is common to all ASA disciplines at this level. Candidates who achieve a Level 1 Certificate in one discipline need not repeat this unit if taking the same level qualification in another discipline.
- Unit 2 (theory)** this is a theoretical unit which covers aspects which are specific to the discipline being studied.
- Unit 3 (practical)** this unit is largely practical and will enable the knowledge attained through units 1 and 2 to be applied in the practical context.

Where the units are taken separately it is necessary to complete the units in order i.e., 1, 2 and 3.

2. TITLE

ASA Level 1 Certificate for Teaching Swimming for people with disabilities

3. PRE REQUISITE

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

4. ROLE

Once qualified a holder of the Level 1 Certificate for Teaching (Disabilities) is one who is able to support and teach individual swimmers with significant learning, physical or sensory disabilities under the supervision of a qualified teacher (Disabilities). As the Level 1 certificate holder gains additional experience and following a risk assessment carried out by the supervising teacher the Level 1 Teacher should be able to take responsibility for a group of up to three swimmers with disabilities with the assistance of helpers in the water.

5. LEVEL OF QUALIFICATION

This is the first formally assessed and certificated qualification within the ASA structure. It is designed to introduce candidates to the basic principles of teaching/coaching, covering a limited range of skills and working with a small group of pupils (see role).

6. TIME ALLOCATION

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|---------------|--|-----------------------|
| 6.1 Unit No 1 | Core Theory: | 4 ½ hours |
| 6.2 Unit No 2 | Disabilities Theory: | 8 ½ hours |
| 6.3 Unit No 3 | *Practical teaching (1 hour of this can be used for changing room assistance) | 4 hours per candidate |
| 6.4 | Pool work to cover supporting techniques and teaching progressions | 3 hours |
| 6.5 | Tutor Demonstration | 1 hour |
| 6.6 | Ability/Skill/Stroke Analysis | 2 hours |
| 6.7 | Moving and assisting topics | 1 hour |
| 6.8 | Discussion | 2 hours |
| 6.9 | Written knowledge test | 45 minutes |

NB As from 1st September 2006 a multi-choice style test paper will be introduced and the time allocation will be increased to 1 hour.

7. ORGANISATION OF TEACHING SESSIONS

In any class of swimmers with disabilities it is expected that there will usually be a wide variation of abilities. It is recommended that candidates spend at least one hour of the practical teaching time working individually in the water with a swimmer who requires support and supervision. Candidates could also work 2:1 with a swimmer having more extensive or challenging disabilities. Candidates working with swimmers who do not require individual support or supervision should normally teach them from the side in pairs or small groups.

The sessions should usually involve the candidates in a mixture of individual teaching and progressive group activities. At the beginning of the course most of the group work should be led and directed by the course tutor. By the end of the course the candidates themselves should be encouraged to choose, lead and progress group activities with the assistance of helpers in the water. The group leader should select the best position to observe and communicate with the whole group and should not be involved in supporting a swimmer when leading the group activity.

8. POOL WORK

The objective of the 'candidates only' water time is that the candidates should leave the course with an understanding of correct supporting techniques and the progressive teaching stages. Supporting techniques should cover entries and exits and a comprehensive range of individual and group activities. Candidates should learn how to reduce support progressively for each activity and to be aware of the need to give only sufficient support to enable the swimmer to achieve their own balance. The teaching progressions should cover all the main stages between water adjustment activities and independent swimming.

9. MOVING AND ASSISTING

The main aim of the manual handling theory and practical lectures should be to give understanding of the current requirements appertaining to the moving and assisting of people with disabilities. The practical work should cover the awareness of postural stress and back care, principles for safe assisting, useful equipment for minimising manual handling and the importance of risk assessment.

10. TOTAL LENGTH OF COURSE

Based on a course of 12 candidates and 12 teaching stations the minimum number of hours required is

15 hours Theory (6.1, 6.2, 6.7, 6.8)

11 hours Practical (6.3, 6.4, 6.5, 6.6)

26 hours Total plus written knowledge test

The practical time is an example only. The actual course length will be determined by the number of candidates and the number of teaching/coaching stations. Sufficient time for breaks and change over must be allocated when calculating total course time.

The maximum time allowed for each day of a course is 8 ½ hours for theory days and 7 ½ hours for days which include practical teaching/coaching.

11. GUIDED LEARNING HOURS AWAY FROM THE COURSE

Candidates will be expected to prepare sessions and complete additional tasks allocated by the course tutor including general reading and worksheets between sessions. The exact time required will vary from candidate to candidate. This will normally amount to approximately 6 - 8 hours.

12. ASSESSMENT AND VERIFICATION

12.1 Assessment of practical teaching will be on a continuous basis and through the use of the assessment check list and oral questioning

12.2 Assessment of theoretical knowledge will be through the Level 1 Log Book, oral questioning and a written knowledge test.

12.3 Each candidate should normally have a minimum of one recorded practical assessment by the course tutor, in addition to the final assessment checklist

12.4 Each course will normally be verified on a minimum of two occasions by the verifier appointed to the course

Assessment of points 12.1, 12.2 (not including the written knowledge test) and 12.3 will be by the course tutor and verified by the appointed verifier. Assessment of the written test will be by the appointed verifier

13. RESULTS

- 13.1 Candidates will be required to pass in both theoretical aspects and practical teaching/coaching
- 13.2 Candidates should be informed of the result of the practical teaching and log book by the course tutor/assessor
- 13.3 Theoretical results (written knowledge test) will only be communicated to the candidate by the ASA Education Department.

14. COURSE ADMINISTRATION

- 14.1 The maximum number of candidates for Unit 1 (core theory) is 32.
- 14.2 The maximum number of candidates for Units 2 and 3 is 12
- 14.3 Course organisers must ensure that they read the section on General Regulations and Administration before registering a course. Full details can be found on the ASA website (www.britishswimming.org) or by request from the ASA Education Department.

SYLLABUS DETAILS

LEVEL 1 - UNIT 1 - CORE THEORY

Each element within this unit has a time indication allocated to it. This is for guidance purposes only but provides some indication of the depth required. Further indication of depth can be gained through references to the relevant tutor pack, available to ASA registered tutors only, and the Introduction to Swimming Teaching and Coaching, available to candidates, both of which are published by the ASA

ELEMENT 1 - TECHNICAL KNOWLEDGE: At the end of the element the candidate will have:

Assessment Objectives

1.1) a basic knowledge of the fundamentals of aquatic activities

Syllabus density, flotation, resistance/drag (frontal, profile and viscous) propulsion including sculling and paddling action, vertical and horizontal rotation, balance.

1.2) been introduced to observation techniques

Syllabus focussed observation related to a range of aquatic activities, recording the outcomes of the observations.

1.3) a basic knowledge of the acquisition of skill and the relationship to work and rest

Syllabus practice, repetition, reinforcement and feedback, motivation, the importance of rest in relation to the acquisition of skill.

Estimated time for this element 1 hour

ELEMENT 2 - HEALTH AND SAFETY: At the end of the element the candidate will have:

2.1) an understanding of the implication of Emergency Action Procedures

Syllabus legal requirements, role of the lifeguard, role of the Level 1 Teacher, risk assessment.

NB NOP will be included at Teacher level on the basis that this is a supervising teachers responsibility

2.2) a knowledge of the use of simple rescue equipment

Syllabus reaching poles, throw bags, buoyancy aids.

2.3) a basic knowledge of pool hygiene

Syllabus pre swim requirement including showering and use of toilet.

2.4) a knowledge of common illnesses related to aquatic activity

Syllabus open wounds, infectious diseases, coughs, colds, ear and eye infections, verrucae.

2.5) a knowledge of relevant information and guidance statements

Syllabus teaching from the pool side/in the water, jumping into shallow water, head first entries, risk assessment, role appropriate to qualification; awareness of insurance implications for teachers/coaches

Estimated time for the element - 45 minutes

ELEMENT 3 - CONDUCTING A SESSION: At the end of the element the candidates will have:

3.1) a basic knowledge of the principles of session planning and recording

Syllabus aims and objectives, progressive practices, teaching points, organisation of time, space, pupils and equipment, variety, recording attendance and progress.

3.2) a basic knowledge of teaching methods

Syllabus whole part whole, part whole etc, guided discovery, *manual support.

* see note in additional guidance at the end of this unit

3.3) a basic knowledge of effective communication

Syllabus positioning on the pool side and in the water, communication - visual i.e. demonstration, mime, models; verbal and manual; one to one and small groups.

3.4) a basic knowledge of motivation techniques
Syllabus praise, positive feedback, use of incentive schemes.

Estimated time for this element - 1 hour

ELEMENT 4 - AQUATIC ACTIVITY AND HEALTHY LIFE STYLE: At the end of the element the candidate will have:

4.1) a basic knowledge of the relationship between aquatic activity and health
Syllabus health, fitness, benefits of water, preparing the body for activity.

4.2) a basic knowledge of recreational opportunities
Syllabus access to all disciplines of the sport, other water based activities.

Estimated time for this element - 15 minutes

ELEMENT 5 - SUPPORT STRUCTURES: At the end of the element the candidate will have:

5.1) a basic understanding of organisations which can support the development of the teacher/coach
Syllabus organisation of the ASA (or home countries if appropriate) including clubs, counties, districts, national, ASA teacher/coach education programme, ASA CPD programme, role of ISTC, relevant coaching associations, Sports Coach UK.

Estimated time for this element - 15 minutes

ELEMENT 6 - CHILD PROTECTION: At the end of the element the candidate will have:

6.1) an understanding of the contents of the Publication "ASA Child Protection in Swimming - procedures and guidelines"
Syllabus what is child abuse, indications, recommended procedures, good practice, Swimline, Code of Ethics.

Estimated time for this element - 1 hour

BRIEFING, SUMMARY AND NEXT STEPS - 15 minutes

Additional Guidance

Manual Support

Manual support refers to assistance which may be given to help the learner. In swimming this might be assistance given to a non swimmer or beginner to achieve a horizontal position and to aid movement through the water. In diving it might be assistance given to the beginner to show the position of the hands on entry into the water. When manual support is being provided care must be taken to avoid embarrassment to the teacher or the pupil. It is recommended that where manual support is provided other adults and pupils should be in attendance.

Manual Manipulation

Manual manipulation refers to assistance which may be given to help the learners to assimilate information related to the movement of limbs in relation to the skill being learnt. Assisting a learner to perform the Breaststroke leg action is one example. The manual manipulation of limbs should be avoided at this level as there is the potential to cause injury.

Course Administration

The maximum number of candidates for Unit 1 is 32

LEVEL 1 DISABILITIES - UNIT NO. 2 - THEORY

In order to make the theory as meaningful as possible for the candidates tutors should try to relate the content as closely as possible to the swimmers encountered during the course.

ELEMENT 1 - TECHNICAL KNOWLEDGE: At the end of the element the candidate will have:

- 1.1) a basic knowledge of the benefits of swimming for people with disabilities
Syllabus using the swimming pool as a learning environment; opportunities for independent movement for people with profound disabilities
- 1.2) a basic knowledge of disability awareness including legal and moral issues
Syllabus introduction to learning, physical and sensory disabilities; special considerations a person with disabilities may require in the pool environment; equal opportunities and the implications of the Disability Discrimination Act
- 1.3) a basic knowledge of factors relating to the maintenance of a safe swimming environment for people with disabilities
Syllabus safety, access and hygiene factors; NOP and EAP considerations; procedures for dealing with common seizures, epilepsy, asthma, diabetes
- 1.4) a basic knowledge of the effects that movement in water may have on bodies affected by disability
Syllabus how a knowledge of the effects of water can help in teaching; density, relative density, buoyancy, balance, rotations, pressure, propulsion
- 1.5) a basic knowledge of appropriate and safe methods of assisted entries and exits
Syllabus supports and teaching progressions for sitting entries, rotational entries, lateral roll entries; wriggle exits, platform exits; useful equipment for assisted exits and entries including use of hoists and steps
- 1.6) a basic knowledge of methods of supporting a swimmer in the water during individual and group activities
Syllabus principles of "maximum to minimum" support with progressions; the supporter's position and supporting technique; supports and progressions for vertical and horizontal activities; group formations, circles, lines, files; close and extended supports
- 1.7) a basic knowledge of activities, practices and teaching progressions for the following safety skills:- water adjustment, breath control, balance, flotation, rotations, propulsion
Syllabus the key teaching stages leading towards safe, independent swimming; activities for encouraging water happiness, activities and progressions for developing breath control, including pre-blowing stages; encouraging independent flotation and balance; progressions for initiating and counteracting rotations; changing direction, the use of paddling, sculling and whole body movements for basic propulsion; improving performance of propulsive actions through BLABT.
- 1.8) a basic knowledge of ability/skill/stroke analysis related to swimmers with disabilities
Syllabus focussed observation of a number of basic skills ranging from self-help to safety skills; the use of BLABT for analysing established swimming strokes
- 1.9) a basic knowledge of the use of appropriate teaching equipment and buoyancy aids
Syllabus knowledge of a variety of small apparatus for encouraging water skills; awareness of a range of buoyancy aids including arm bands, woggles, head supports
- 1.10) a basic knowledge of the assistant teachers role when assisting swimmers in the changing rooms
Syllabus supervision and safety awareness; guidance for assisting swimmers with changing; respect for the swimmers dignity; ways of encouraging self-help skills; incontinence precautions; importance of having a code of practice
- 1.11) a basic knowledge of the safe practice appertaining to the moving and assisting of people with disabilities
Syllabus the manual handling regulations; an understanding that manual handling must be avoided as far as is reasonably practicable through the use of equipment; awareness of postural stress and back care; the role of risk assessments, awareness of high risk/low risk situations; useful equipment to minimise manual handling and facilitate independent movement

1.12) a basic knowledge of the communication techniques appropriate for teaching swimmers with disabilities

Syllabus the importance of getting to know the individual; methods of communication appropriate to learning disabilities, wheelchair users, blind, deaf

1.13) a basic knowledge of the use of incentive schemes in the teaching programme

Syllabus advantages and disadvantages of standardised incentive schemes; values of in-house award schemes

ELEMENT 2 - CONDUCTING A SESSION: At the end of the element the candidate will have:

2.1) a basic knowledge of session planning appropriate for swimmers with disabilities

Syllabus learning in water; appropriate aims and activities; interaction of individual and group activities

2.2) a basic knowledge of teaching methods appropriate for swimmers with disabilities

Syllabus the team teaching approach and the role of the assistant teacher; principles for developing water confidence; developing perceptual-motor skills, body awareness, spatial awareness, co-ordination; learning through play and games; use of singing and music; movement exploration, part part whole

LEVEL 1 - UNIT NO. 3 - PRACTICAL (Swimming for People with Disabilities)

The focus of the practical module is to equip candidates with the skills to teach individual swimmers in the water and to capably assist with group activities.

ASSESSMENT OBJECTIVES

At the end of the unit the candidates will be able to plan, conduct and evaluate a session(s) demonstrating an ability to:

- 1) prepare basic session plans appropriate to the swimmer with the disability
Syllabus practical application of Unit 2 element 2.1
- 2) give safe, effective supervision to a swimmer with disabilities during the session
Syllabus practical application of unit 2 element 1.10
- 3) provide appropriate assistance to a swimmer during entries and exits
Syllabus practical application of unit 2 element 1.5
- 4) use correct supporting techniques when assisting swimmers with disabilities in the water during individual and group activities
Syllabus practical application of unit 2 elements 1.6 and 1.7
- 5) use appropriate water adjustment activities
Syllabus practical application of Unit 2 element 2.2
- 6) use appropriate activities to develop perceptual-motor skills
Syllabus activities to develop body awareness, spatial awareness and co-ordination skills
- 7) use appropriate activities and progressions for teaching essential safety skills:- breath control; balance; rotations; propulsion
Syllabus practical application of unit 2 element 1.7
- 8) use teaching methods appropriate for swimmers with disabilities
Syllabus practical application of Unit 2 element 2.2
- 9) use a range of teaching equipment and buoyancy aids
Syllabus practical application of unit 2 element 1.9
- 10) analyse skills and take appropriate action to develop performance
Syllabus practical application of unit 2 element 1.8
- 11) demonstrate safe practice appertaining to the moving and assisting of people with disabilities in the swimming pool environment
Syllabus practical application of Unit 2 elements 1.10 and 1.11
- 12) communicate effectively during the teaching session
Syllabus practical application of unit 1 element 3.3
- 13) organise and lead an activity for a small group of 2 or 3 pupils with the assistance of helpers in the water
Syllabus choosing suitable activities for group work. Group control and organisation. Developing the activity progressively

Ability of swimmers required for this unit:

Swimmers with a range of significant disabilities. It is recommended that at least one hour of the teaching practice should be carried out with pupils who have *severe* learning, physical or sensory disabilities. These are swimmers who will require individual support and supervision in the water.