LEVEL 2 CERTIFICATE FOR TEACHING (SWIMMING FOR PEOPLE WITH DISABILITIES)

GENERAL INFORMATION

1 INTRODUCTION

The ASA Level 2 Certificate for Teaching (Disabilities) comprises 4 units;

Unit 1 (core theory) this is common to all ASA disciplines at this level. Candidates who achieve an ASA Level 2 Certificate for Teaching in one discipline need not repeat this unit if taking the same level qualification (or a level below) in another discipline.

Unit 2 (theory) this is a theoretical unit which covers aspects which are specific to Disabilities.

Unit 3 (Practical) this unit is largely practical covering the teaching of groups of swimmers with a variety of significant learning, physical and sensory disabilities. This unit will enable knowledge attained through units 1 and 2 to be applied in the practical context.

Unit 4 (Practical) this unit is largely practical and covers a more extensive range of disabilities, for example, swimmers with profound and multiple disabilities, the severely autistic and swimmers with challenging behaviours. It also involves teaching whole class activities and training new helpers in correct supporting techniques. This unit will enable knowledge attained through units 1 and 2 to be applied in the practical context.

Following the successful completion of 3 from the 4 units i.e., unit 1, 2 and 3 or 4, you will be qualified to teach within the context of the practical unit. If, for example, you choose to complete units 1, 2 and 3 then you will be fully qualified to teach the range of pupils identified in unit 3. On the other hand, if you choose to complete units 1, 2 and 4 then you will be fully qualified to teach the range of pupils identified in unit 4. If you complete all 4 units then you will be fully qualified to teach the range of pupils identified in units 3 and 4.

Where the units are taken separately it is necessary to complete unit 1 followed by unit 2 and then unit 3 and/or 4.

2 TITLE

ASA Level 2 Certificate for Teaching (Disabilities)

3 PRE-REQUISITES

Candidates must:

3.1 Be at least 18 years of age at the commencement of the course

3.2 Be holders of the ASA Level 1 Certificate for Teaching (Disabilities)

3.3 Be holders of the ASA Level 1 (Assistant Teacher) Certificate (Swimming) or have gained exemption from it

or

Be holders of the ASA Preliminary Teacher Certificate (Swimming) or ASA Preliminary Club Coach Certificate (Swimming) (or have gained exemption from one of them).

or

Be holders of Irish ASA/STA, Welsh ASA, Scottish ASA (after 1976) Preliminary Teacher Certificate.

or

Be holders of the ASA Primary School Teachers Certificate for the teaching of swimming

3.4 Have completed 15 hours verified teaching since achieving the ASA Level 1 Certificate for Teaching (Swimming for people with disabilities)

4 ROLE

ASA Level 2 Certificate for Teaching (Disabilities)

Once qualified a holder of an ASA Level 2 Certificate for Teaching (Disabilities) is one who is able to teach groups, consisting of up to 8 participants and to organise and supervise Level 1 teachers and helpers. Those candidates who successfully complete 3 of the 4 units will be qualified to teach within the range determined by the practical unit achieved. As the teacher gains additional experience it is reasonable for the number of pupils being taught to increase in accordance with the requirements as stated in the current edition of Safe Supervision for Teaching and Coaching Swimming.

5. LEVELS OF QUALIFICATION

This qualification will build upon the skills and knowledge developed at Level 1. The fundamental difference is that at Level 1 the emphasis of the course was on teaching and supporting individual swimmers with disabilities and on assisting with group activities. The emphasis of the ASA Level 2 Certificate for Teaching modules will be on preparing the candidate to take responsibility for teaching **groups** of swimmers with disabilities **and** their helpers.

The key practical skills and knowledge at unit 3 will be:-

- the ability to teach groups of swimmers with significant disabilities effectively using assistants in the water.
- the ability to lead group activities effectively and progressively
- the ability to use teaching methods appropriate to swimmers with disabilities
- knowledge of correct supporting techniques and progressions

The key practical skills and knowledge at unit 4 will be:-

- the ability to lead and organise whole class activities effectively
- the ability to group a class and to allocate helpers to swimmers
- the ability to teach swimmers with an extensive range of disabilities effectively including, for example, those with profound or multiple learning disabilities or challenging behaviours or severe autism
- the ability to train new helpers in correct supporting techniques

6 TIME ALLOCATION

6.1	Unit No1	Core theory	8 ¼ hrs
6.2	Unit No 2	Disabilities Theory	12 hrs
6.3	Unit No 3	Practical teaching	2 hrs per candidate*

*It is recommended that at least one hour should be leading groups of swimmers who require individual support and supervision in the water.

Pool work - supports and teaching methods	3 hrs
Ability and stroke analysis	1 ½ hrs
Theory	1 ½ hrs

6.4	Unit No 4	Practical teaching	2 hrs per candidate*

*It is recommended that at least one hour should be spent teaching groups of swimmers with more extensive disabilities e.g. profound or multiple learning disabilities or severe autism or challenging behaviours

Pool work - supports and teaching methods	3 hours
Ability analysis	1 ½ hours
Theory	1 ½ hours
Written Exam	1 ½ - 2 hours

The actual times required for units 3 and 4 will be determined by the number of candidates and the number of teaching stations but must be sufficient to allow every candidate time to teach groups for a minimum of 2 hours per unit.

7 TOTAL LENGTH OF COURSE

A course must comprise of the following minimum number hours

4 Unit Course (Units 1, 2, 3 & 4)	Theory -	23 ¼ hrs
	Practical -	21 hrs
	Total -	44 ¼ hrs
3 Unit Course (Units 2, 3 & 4)	Theory -	15 hrs
	Practical -	21 hrs
	Total -	36 hrs
3 Unit Course (Units1, 2, 3)	Theory -	21 ¾ hrs
	Practical B	10 ½ hrs
	Total -	31 ¾ hrs

The time for the written examination is in addition to the above
The above times are examples only based on 3 candidates at each teaching station.
The actual course length will be determined by the number of candidates and the number of teaching stations. Sufficient time for breaks and change over must be allocated when calculating the total course time.

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

8 GUIDED LEARNING HOURS AWAY FROM THE COURSE

Candidates will be expected to prepare sessions and complete additional tasks allocated by the tutor including general reading and worksheets between sessions. The exact time required will vary from candidate to candidate. This will normally amount to approximately 18-22 hours.

9 ASSESSMENT AND VERIFICATION

9.1 Assessment of practical teaching will be on a continuous basis and through the use of the assessment check list and oral questioning. Candidates will be required to teach groups of 3 or more swimmers throughout the course with the assistance of helpers in the water.

9.2 Assessment of theoretical knowledge will be through the ASA Level 2 Certificate for Teaching Log Book, written examination and oral questioning

9.3 Each candidate should normally have a minimum of two recorded practical assessments by the course tutor, in addition to the final assessment checklist.

9.4 Each course will normally be verified on a minimum of two occasions by the internal verifier appointed to the course. Additional verification will be required where the practical units are achieved independently.

Assessment of points 9.1 and 9.2 (excluding the written examination paper) will be by the course tutor and verified by the appointed verifier. Assessment of the written examination paper will be by the appointed verifier

The written examination will take place at the end of the practical units. Those candidates not taking all 4 units will complete the relevant sections only. Candidates achieving 3 units who subsequently wish to complete the 4th unit will be required to complete the additional section only. Candidates seeking to achieve the qualification unit by unit will not take a written examination until after the completion of the 3rd unit. The time for the 3 unit examination is 1 ½ hours and 2 hours for the 4 units.

10 RESULTS

10.1 Candidates will be required to pass in the theoretical aspects and in practical teaching.

10.2 The results will only be communicated to candidates by the ASA Education Department.

11 COURSE ADMINISTRATION

11.1 The maximum number of candidates for the core theory unit is 24

11.2 The maximum number of candidates for the swimming theory and practical units is 12

11.3 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.

12 WATER DEPTH

12.1 Course organisers and Tutors are reminded that where there is a diving element in the syllabus the water depth should ideally be at least full standing height plus arms and fingers fully extended. However this advice must be considered as exemplary as very few existing swimming pools can provide water of sufficient depth to meet this requirement for adults or tall children. As it would be far less safe not to teach diving at all to a proportion of the population, it can only be suggested that this guidance be followed where possible and that where this is just not practicable the deepest water available, with a minimum depth of 1.8m should be used with the exercise of additional caution. The pool freeboard (distance from water surface to poolside) must not exceed 0.38 metres. A forward clearance (horizontal distance at which minimum water depth is maintained) of 7.6 metres must be available.

N.B. In the context of the above diving refers to the plunge dive and racing dives both of which require a shallow entry. Instruction in other types of diving should be confined to diving pits or pools with water of sufficient depth to meet FINA standards.

12.2 A minimum water depth of 0.9 metres is required for a tumble turn. The teaching of tumble turns requires a greater depth until the swimmers has gained proficiency at this skill.

ASA LEVEL 2 CERTIFICATE FOR TEACHING (SWIMMING FOR PEOPLE WITH DISABILITIES) - 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 Swimming Teaching and Coaching Level 1, 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 Objective:
1.1) a basic knowledge of anatomy and physiology as applied to aquatic activity
Syllabus muscular and skeletal system, structure and growth of bones, classification of joints, how muscles work, location and action of major muscle groups, circulation, mechanics of breathing, the effects of exercise, energy systems, principles of adaptation, overload, specificity and reversibility, intensity and volume.

Assessment Objective:
1.2) a knowledge of the acquisition of skill
Syllabus what is skill?, the process of learning; factors affecting skill acquisition, intrinsic and extrinsic feedback, and the role of teacher/coach in relation to skill acquisition and skill development, open/closed skills.

Assessment Objective:
1.3) a basic knowledge of human growth and development
Syllabus physical, emotional, social, motor, cognitive, maturation phases from pre-school to adult, relationship between maturation and the acquisition of skill and the development of the energy systems.
Estimated time for this element - 4 hours

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

Assessment Objective:
2.1) a knowledge of Pool Safety Operating Procedures (PSOPs) and related Health and Safety issues
Syllabus legal status of PSOPs including Emergency Action Plans (EAPs) and Normal Operating Procedures (NOP's), risk assessment, reporting and recording procedure, life guarding responsibilities of teachers, use of electrical equipment near water, pool design and potential hazards; pool hygiene.

Assessment Objective:
2.2) a knowledge of common medical conditions and injuries relevant to aquatic activity
Syllabus epilepsy, asthma, knee and shoulder injuries.

Assessment Objective:
2.3) a knowledge of relevant information and guidance statements
Syllabus Jumping into shallow water, head first entries, teaching from the poolside, pupil/teacher ratios, role appropriate to the qualification, awareness of insurance implications for teachers/coaches
Estimated time for this element - 45 minutes

ELEMENT 3 - CONDUCTING THE SESSION: At the end of the element the candidate will have:

Assessment Objective:
3.1) a knowledge of planning schemes of work and individual sessions
Syllabus information gathering, planning a scheme of work, session structure including aims and objectives, teaching practices and teaching points, organisation, management of time, space and pupils, equipment, introductory activity/warm-up, main theme, concluding/contrasting activity, session evaluations; grouping by ability; mixed ability

Assessment Objective:
3.2) a knowledge of a variety of teaching methods
Syllabus whole part whole, part whole etc., problem solving, guided discovery, *manual support and manipulation.
** see note in additional guidance at the end of this unit*

Assessment Objective:
3.3) a knowledge of effective communication
Syllabus positioning; visual (demonstration, mime, models) verbal, manual; variations in use of voice; two way communication including checking participants understanding, use of open questions, communication appropriate to one to one, part and whole group, different age groups.

Assessment Objective:
3.4) a knowledge of motivation techniques
Syllabus praise, feedback, use of incentive schemes, goal setting.
Estimated time for this element - 1 hour 15 minutes

ELEMENT 4 - CHILD PROTECTION: **At the end of the element the candidate will have:**

Assessment Objective:

4.1) an understanding of the ASA Child Protection Procedures

Syllabus types of abuse, identification of abuse, role of the teacher in reporting abuse, role of social services and other support structures including SwimLine; Code of Ethics, implications of the procedures in relation to good practice in the teaching/coaching of swimming and /or its associated disciplines.

Estimated time for this element - 1 hour

ELEMENT 5 - WORKING WITH AN ASSISTANT: At the end of the element the candidate will have:

Assessment Objective:

5.1) a knowledge of how to work effectively with assistants/helpers

Syllabus allocation of tasks, monitoring performance, evaluating performance, mentoring.

Estimated time for this element - 30 minutes

ELEMENT 6 - SPORT EQUITY: At the end of the element the candidate will have:

Assessment Objective:

6.1) a knowledge of issues relating to sports equity

Syllabus issues related to equality of opportunity and integration, gender, ethnicity, age, social inclusion, awareness of selected disabilities, hearing and visual impairment, learning difficulties, issues related to assisting and handling, skill modification to accommodate individual needs.

Estimated time for this element - 30 minutes

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. When this type of assistance is being provided again care must be taken to avoid embarrassment to the teacher or the pupil and to avoid possible injury to the learner.

Assessment Objectives and Syllabus for Swimming Theory Unit

ASA LEVEL 2 CERTIFICATE FOR TEACHING (Swimming for people with Disabilities) - UNIT 2 - THEORY

INTRODUCTION

This unit covers a range of theoretical aspects relevant to the teaching of swimming for people with disabilities. Some aspects will have been introduced to candidates as part of Unit 1 (core theory). Where this occurs the content of Unit 2 should focus on relating the topics to swimming for people with disabilities. Tutors are encouraged to relate the theory 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:

Assessment Objective
1.1) a knowledge of the fundamentals of swimming and their application

Syllabus the relationship between the forces involved; a knowledge of how the effects of water can help in teaching; the application to swimming skills

Assessment Objective
1.2) an awareness of common impairments

Syllabus causes of disability, types of paralysis, congenital and acquired disabilities, areas of the body that may be affected by disabling conditions, common terminology; information on specific impairments covering learning, physical, sensory and invisible disabilities, general characteristics, safety aspects, affect of the disability on balance in water; recommended teaching approaches

Assessment Objective
1.3) a knowledge of factors relating to the maintenance of a safe swimming environment for people with disabilities

Syllabus identification of potential hazards; access and hygiene factors; NOP and EAP considerations for dependent people; responding to safety incidents including emergency procedures for common disabilities e.g. epilepsy, asthma, diabetes

Assessment Objective
1.4) the ability to organise and supervise appropriate and safe methods of assisted entries and exits

Syllabus supports and teaching progressions for: sitting entries, lying entries, wriggle exits, platform exits, use of steps, use of equipment including hoists, wheelchairs, portable seats etc.

Assessment Objective
1.5) a knowledge of activities to encourage perceptual motor development and sensory stimulation

Syllabus methods of encouraging play and skill development, body awareness, visual discrimination, spatial awareness, co-ordination skills; auditory, visual and tactile stimulation

Assessment Objective
1.6) a knowledge of teaching progressions for the basic safety and aquatic skills

Syllabus water adjustment activities, pre-blowing activities, breath control progressions, balance activities, floating, gliding, initiating and counteracting rotations, changing directions, sculling, paddling and propulsive actions, stroke development, survival skills

Assessment Objective
1.7) a knowledge of facility and equipment requirements appropriate for swimmers with disabilities

Syllabus advantages and disadvantages of types of facilities including hydrotherapy, leisure, conventional swimming pools; facilities and equipment for changing, hygiene, mobility and continence

Assessment Objective
1.8) a knowledge of stroke development and adaptations for swimmers with disabilities

Syllabus introducing and developing the competitive strokes; the use of BLABT; stroke variations and adaptations

Assessment Objective
1.9) a knowledge of ability analysis and stroke analysis

Syllabus in-depth observation of the whole person looking at a range of basic skills ranging from self-help to aquatic skills; analysing established swimming strokes; identification of appropriate action to bring about improvements

Assessment Objective
1.10) a knowledge of communication techniques appropriate for swimmers with disabilities

Syllabus the use of visual, verbal, non-verbal and tactile methods; communicating with learning disabilities, wheelchair users, blind, deaf etc.

Assessment Objective
1.11) a knowledge of the use of competition for swimmers with disabilities

Syllabus benefits and disadvantages; types of competition; use of competition in teaching; use of incentive schemes and awards; classification systems used in competitive swimming

Assessment Objective
1.12) a knowledge of safe practice appertaining to the moving and assisting of people with disabilities
Syllabus Manual Handling Regulations; principles for safe manual handling; the importance of risk assessment procedures analysing Task, Load, Individual Capacity, Working Environment; awareness of high risk /low risk situations; useful mobility equipment to minimise manual handling; importance of a code of practice

Assessment Objectives
1.13) an understanding of the benefits and difficulties of integration into mainstream swimming sessions
Syllabus benefits and methods of encouraging integration; practical problems and how to overcome them

ELEMENT 2 - CONDUCTING A SESSION: At the end of the element the candidate will have:
Assessment Objectives
2.1) a knowledge of how to implement a team teaching approach
Syllabus teaching roles, teacher in charge, group leaders, assistants, helpers; key skills required when team teaching and teaching through assistants

Assessment Objective
2.2) a knowledge of planning schemes of work and session plans
Syllabus schemes of work, short term and long term planning, gathering information, aims, activities; the lesson structure, important considerations when planning a session, introductory activities; main theme, individual and group activities, use of whole class activities for starting and finishing lessons

Assessment Objective
2.3) a knowledge of assessing, evaluating and recording
Syllabus range and type of records required, identifying pupil progress, evaluating teaching effectiveness

Assessment Objective
2.4) a knowledge of the group leader's role and the use of group work
Syllabus benefits of group work, criteria and considerations for grouping, group formations, group control, organisation, developing group activities progressively; advantages and disadvantages of teaching from the side and teaching in the water

Assessment Objective
2.5) a knowledge of appropriate teaching methods to encourage learning
Syllabus sensory stimulation, encouragement of play, perceptual B motor development movement exploration, part - part B whole, use of group work, group formations, construction and organisation of games, use of singing and music, academic reinforcement, methods of communication

Assessment Objective
2.6) a knowledge of the use of appropriate equipment for teaching
Syllabus use of small equipment to encourage learning, types of buoyancy aids, advantages and disadvantages of buoyancy aids

Assessment Objective
2.7) the knowledge to be able to guide and advise helpers in correct techniques when supporting a swimmer in the water during individual and group activities
Syllabus key progressions in the process of "maximum to minimum" support; supporting principles; individual supports and progressions for vertical and horizontal activities; supporting in group formations with close and extended supports; supports when teaching balance and rotation activities

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

Range of participants included in this unit:-
Swimmers with a variety of significant learning, physical, sensory or hidden disabilities. (No age limits). Candidates should complete at least two hours of group teaching. It is recommended that at least one hour of this is with swimmers who require individual support and supervision in the water in order to participate.

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:

Assessment Objective
1) prepare schemes of work, session plans and group activities appropriate to the level of the swimmers
Syllabus practical application of unit 2, element 2.2

Assessment Objective
2) teach a progression of basic aquatic skills appropriate to the level of the swimmers
Syllabus practical application of Unit 2, element 1.6

Assessment Objective
3) encourage learning through the use of appropriate teaching methods
Syllabus practical application of Unit 2, element 2.5

Assessment Objective
4) to understand and apply correct techniques of supporting swimmers in the water during individual and group activities
Syllabus practical application of Unit 2, element 2.7

Assessment Objective
5) to understand and apply safe techniques of supporting a swimmer during assisted entries and exits
Syllabus practical application of Unit 2, element 1.4

Assessment Objective
6) observe, analyse and develop individual abilities including body position and basic aquatic skills
Syllabus practical application of Unit 2, element 1.9

Assessment Objective
7) develop basic technique in the competitive strokes
Syllabus practical application of Unit 2, element 1.8

Assessment Objective
8) communicate effectively with swimmers, helpers, parents and carers
Syllabus practical application of Unit 2, element 1.10

Assessment Objective
9) make effective use of a variety of teaching equipment and buoyancy aids in accordance with the requirements of the swimmers
Syllabus practical application of Unit 2, element 2.6

Assessment Objective
10) effectively lead a swimming session for groups of at least 3 swimmers with significant disabilities with the assistance of helpers in the water
Syllabus practical application of Unit 2, element 2.4

ASA LEVEL 2 CERTIFICATE FOR TEACHING (DISABILITIES)
UNIT NO. 4 - PRACTICAL (Swimming for People with Disabilities)

Range of participants included in this unit
Swimmers with a variety of severe learning, physical and sensory disabilities. These swimmers will require a high level of individual support and supervision in order to participate. They will probably have major difficulties with communication. Candidates should have at least two hours of group teaching. There are no age limits.

Assessment Objectives
At the end of the unit the candidates will be able to plan, organise, conduct and evaluate a session demonstrating an ability to:

Assessment Objective
1) carry out effectively the role of the teacher in charge
Syllabus organising a team of staff, dividing class into ability groups, allocating swimmers to helpers, starting and finishing the session effectively, training helpers in supporting techniques, team building considerations

Assessment Objective
2) make effective use of the swimming session in order to stimulate learning in swimmers with severe learning disabilities
Syllabus use of the swimming pool as a learning environment; educational and social aims, sensory and tactile stimulation, socialisation, language and communication, relaxation and therapy, concept development, self-help skills, shaping behaviour, encouraging independent movement

Assessment Objective
3) use effective teaching strategies for swimmers who do not fit easily into group work
Syllabus teaching considerations; autistic, profound and multiple learning disabilities, challenging behaviours, swimmers who feel pressurised by others; allowing swimmers their own space; methods of encouraging interaction

Assessment Objective
4) use effective activities to encourage perceptual motor skills
Syllabus Practical application of unit 2, element 1.5

Assessment Objective
5) use effective activities for promoting auditory, visual and tactile stimulation
Syllabus Practical application of Unit 2, element 1.5

Assessment Objective
6) use effective activities to encouraging pre blowing skills
Syllabus importance of encouraging breath control, swimmers who find blowing out difficult, teaching methods, water play, facial responses, sound-making, use of singing

Assessment Objective
7) effectively lead a swimming session for groups of 3 or more swimmers with severe disabilities with the assistance of helpers in the water
Syllabus Practical application of unit 2, element 2.4

Assessment Objective
8) guide and advise helpers in technically correct methods of supporting swimmers in the water during individual and group activities
Syllabus Practical application of unit 2, element 2.7

Assessment Objective
9) guide and advise helpers in technically correct methods of supporting a swimmer during entries and exits
Syllabus Practical application of unit 2, element 1.4