



Syllabus: Level Two Coaching Swimming

A Note to all: As outlined in our Education & Development Strategy, we believe “that to move our sports forwards and to elicit a change in performance and increased participation and retention, the prime mover in achieving any of this is through the Swim Ireland workforce”. The quality of our education programme is crucial in order to ensure a quality workforce.

Swim Ireland are now in the position of having an independent education programme that will be run in partnership with British Swimming through an agreement covering the intellectual property of all British swimming courses.

Swim Ireland is a 32 county body, however Northern Ireland is part of the UK and therefore Swim Ireland have ensured the aquatic education system is recognized and endorsed by both the Irish and UK coaching entities, Coaching Ireland (CI) and Sports Coach UK.

Similarly, Swim Ireland has also sought to ensure that these qualifications will sit on both the Irish and UK based Qualifications Frameworks. In this instance this is FETAC (Republic of Ireland) and the CCEA.

It is important to reference that the UKCC education programme that we refer to throughout is the programme written and coordinated by British Swimming. The additional requirements and additions have been put into the Irish syllabi for all strands to ensure that the syllabi also meet both CI and Swim Ireland’s requirements.



1 Title

Swim Ireland Level 2 Certificate in Coaching Swimming

National Qualifications Framework (NQF) and United Kingdom Coaching Certificate (UKCC) and Coaching Ireland (CI) Coaching Development Programme for Ireland (CDPI)

This qualification is recognised as a UKCC Level 2 and is on the NQF at Level 2 within England.

This qualification is recognised as CI (CDPI) Level 2.

In order to achieve the qualification candidates must achieve Units 1 - 6.

2 Pre-requisite

- Candidates must be at least 18 years of age at the commencement of the learning programme
- Be holders of the Swim Ireland Level 1 Certificate for Coaching Swimming or
- Be holders of the Swim Ireland Level 1 Certificate for Teaching Swimming post 2002 or
- Be holders of the Swim Ireland Assistant Teacher Certificate (Swimming) post September 1994
- or
- Gained exemption prior to the learning programme from Swim Ireland
- When registering on the course the candidate must be able to provide the Education and Development team with evidence of attending the Irish Sports Council “Child protection in Sport Awareness Workshop”, or the Coaching Northern Ireland “Child Protection Awareness Workshop” (maximum 3 hours). Please note that a certificate number will only be accepted upon registration for the course. Candidates must have completed this course as a pre-requisite. A list of regular workshops being carried out across the 32 counties can be found on the Swim Ireland website at www.swimireland.ie.
- The candidate must (in line with CI requirements) have evidence of having planned (*and delivered*) a 12 week cycle or equivalent competition cycle, within a registered Swim Ireland Club.

3 Introduction

The Level 2 Certificate for Coaching Swimming is an all inclusive qualification and sits as the second formally assessed qualification on the Coaching qualifications pathway. Units 1-3 are common units to all of the Aquatic Strands (Aquatic Teaching, Swimming Coaching, Diving, Synchronised Swimming and Water Polo) and has a focus on “how to teach/coach” skills. It is envisaged that units 1, 2 & 3 can be delivered to all teachers/coaches who wish to work in the Aquatic environment. Units 4-6 have their focus on swimming coaching technical knowledge and practical skills that will allow the coach to fulfil the following role descriptor.

4 Role Descriptor

Once qualified the holder of the Level 2 Certificate for Coaching Swimming is able to plan, deliver and evaluate a series of 10-12 consecutive sessions within the context of a meso cycle of 10 to 12 weeks delivered within a club environment. It is a stipulation of Swim Ireland that all practising tutors, teachers and coaches gain relevant insurance through swim Ireland before they practise on poolside. Information with regards to this membership can be obtained from the Swim Ireland office.

9 Assessment and Verification

Assessment of Units 1 - 5 is by the tutor/assessor and will cover the following:

- Practical coaching through the use of an observation and oral checklist
- Theoretical knowledge through the use of two written knowledge tests
- Planning, preparation and other associated tasks through the completion of a candidate resource/log book

Assessment of Unit 6 lies with the tutor of Unit 5 in conjunction with evidence provided by an expert witness (vocational assessor) and will cover the following:

- Practical coaching through the use of an observation and oral checklist

N.B. Courses leading to a Swim Ireland qualification are subject to an internal and external verification process.

10 Progression

Achievement of this qualification may enable the candidate to secure employment (paid or voluntary) as a coach normally operating in the context of a competitive club. The qualification is the second stage in a four level coaching structure. Units 1,2 and 3 (Health and Safety, Principles of Teaching/Coaching, Sports Science) are transferable across all Swim Ireland disciplines. Candidates wishing to take a Level 2 (Coach) qualification in another coaching/teaching discipline are only required to complete Units 4 - 6 within that discipline provided they already hold the Unit 2 of the relevant Swim Ireland Level 1(Support Coach) or have gained exemption.

The next stage for a qualified Swim Ireland (Coach) for Swimming will be to progress onto the Swim Ireland Level 3 (Senior Coach) Certificate for Coaching Swimming.

11 Recommended Reading & Resources

All recommended resources for Level 1 plus the following:

- A guide to planning coaching sessions Galvin, B & Ledger P.
- Championship Swim Training Sweetenham, B & Atkinson, J.
- Coaching Swimming Successfully Hannula, D.
- Swimming Teaching & Coaching: Level 2 Cross, R & Wilson, C.
- The Swimmer Pathway: LTAD Swim Ireland
- Swim Ireland Child Protection and Welfare Policy statement Swim Ireland
- Code of Ethics and Good Practice for Children in Sport Irish Sports Council
- Swim Ireland Health/Safety Guidelines Swim Ireland Green Book printed annually
- Swim Ireland; Safeguarding Children Policies and Procedures 2010
- Swim Pool Safety Guidelines

12 Guided Learning Hours

Candidates will be expected to prepare aspects of sessions; complete additional tasks allocated by the tutor including general worksheets and additional reading in addition to the course content. The exact time required would vary from candidate to candidate but will normally amount to approximately 10-20 hours.

13 Administration Candidate

- Candidates need to enrol onto the programme with the Swim Ireland Delivery Body prior to starting the Level 2 Certificate for Coaching Swimming and pay the appropriate registration/assessment fee.
- Units 1 – 5 can be taken as either a course or as individual units in any order, however the recommendation is that units 1, 2 & 3 are taken prior to Units 4 & 5.
- If units are taken individually units 1 – 5 need to be completed prior to progressing onto Unit 6.
- Candidates registering onto the Level 2 Coaching programme will be given 18 months from the date of registration in which to successfully complete the qualification (i.e. Units 1 – 5 plus Unit 6 practical assessment in the appropriate environment).

14 Learning Programme

- All practical aspects of the learning programme leading to any Aquatic Qualification must be delivered in a physical location that meets the minimum criteria laid out by the Swim Ireland Awarding Body. The Swim Ireland Awarding Body is situated in the same building as Swim Ireland the National Governing Body (NGB). The contact phone number is 00353 1 6251128.
- Courses must be registered centrally with the Swim Ireland Delivery Body a minimum of 28 days prior to the commencement date (NB: A course can comprise of Units 1 – 5 or individual units or a combination of units). The Swim Ireland Delivery Body is situated in the same building as Swim Ireland the National Governing Body (NGB). The contact phone number is 00353 1 6251143.
- Practical assessment needs to be undertaken with athletes in an appropriate training environment i.e. a Swim Ireland affiliated club, an accredited Swim Ireland Club or working towards Swim Ireland club accreditation programme or home countries club accreditation programmes.
- All assessment should be undertaken in accordance within the guidance laid out by the Swim Ireland Awarding Body.
- The maximum number of candidates per tutor is 12 with flexibility on application to the Swim Ireland Awarding Body.
- For recommended hours per unit please refer to previous item 7. Length of Learning Programme

15 Human Resources Needed for Delivery and Assessment

All tutors delivering units 1 – 5 of the learning programme are expected to have completed the Swim Ireland Tutoring in Sport qualification. If the tutor is also the assessor then it is expected that they have completed the A1 (D32/33) or IAPS Assessors Qualification, if the tutor does not have this qualification then an appropriate assessor will be needed. Each tutor will have to be associated with an Internal Verifier who has the V1 (D34) qualification.

Responsibility for the assessment of Unit 6 lies with the tutor of Unit 5 in conjunction with evidence provided by an expert witness (vocational assessor) assessing competence in the appropriate environment. All expert witnesses are expected to have completed the L – 20 Expert Witness Training.

16 **Key Skills**

The evidence for the following key skills can be achieved through the completion of this qualification:

Communication:

C2.1a Take part in a group discussion

C2.1b Give a talk for 4 minutes

Application of Number:

N2.1 Interpret information from a suitable source

N2.2 Use information to carry out calculations

N2.3 Interpret results of your calculations and present findings

Unit 1 – Health and Safety (Core to all Level 2 Qualifications)

Overview of Unit 1

This is a mandatory unit

This is a core unit across all strands of the SI/UKCC/CDPI (Aquatic Teaching, Swimming Coaching, Diving, Synchronised Swimming, Water Polo). This unit explores the issues of Health and Safety relating to a (Level 2) Teacher/Coach.

Assessment

This element will be assessed through written examination of 30 minutes duration

Element 1

To achieve this element the candidate must be able to:

- U1.1.1 Identify the common components and uses of Pool Safety Operating Procedures (PSOP)
- U1.1.2 Identify the components and uses of a risk assessment
- U1.1.3 Identify relevant Health and Safety regulations relating to the Teacher/Coach within ROI/NI
- U1.1.4 Explain the appropriate procedures for dealing with injury, illness and accidents (Please note this does note pre suppose any nationally recognised first aid qualification)
- U1.1.5 Identify appropriate readiness factors of participants and self-relating to the safe teaching/coaching of sessions
- U1.1.6 Identify appropriate standards of behaviour for participants through the Swim Ireland codes of practice and guidelines
- U1.1.7 Explain organisational guidelines to protect children and vulnerable adults from abuse

Syllabus:

Control and Preventative Measures:

- Components of a PSOP: e.g. - previous risk assessments, safe activities on and off site, reporting procedures, managing participants' needs
- Uses of a PSOP: procedures for setting up and putting away equipment e.g. - lane ropes, water polo nets, springboards
- Relevant Regulations for Health and Safety for the Teacher/Coach: Safety, Health & Safety and Welfare at Work Act 2000 (ROI) and Health and Safety at Work (NI) Order 1978
- Components of a Risk Assessment: types of hazards: e.g. - resources, equipment, facilities, environment, participants and others; evaluation of risk
- Uses of a Risk Assessment: planning for safe sessions, reducing operational risk and reviewing safety policies. Irish Equivalent

Health and Safety Responsibilities of Self, Participants and Others:

- Safety Responsibilities and Procedures: minimising risk, reporting injuries illnesses and accidents to appropriate person
- Readiness for Participation of Self and Others, e.g. - appropriate dress, physical condition i.e. intoxication, illness, injury, psychological state
- Session Management: safe behaviour, participant to coach ratios, supervision of support teacher/coaches

Children and Vulnerable Adults:

- Organisational Guidelines: Swim Ireland guidelines on manual handling, procedure, self protection

Unit 2 – Principles of Teaching/Coaching – (Core to all Level 2 qualifications)

Overview of Unit 2

This is a mandatory unit.

This unit is a core unit and links across all strands of the SI/UKCC/CDPI (Aquatic teaching, Swimming Coaching, Diving, Synchronised Swimming and Water Polo). This unit explores the issues relating to Planning of Teaching/Coaching relating to a (Level 2) Teacher/Coach.

Assessment

All elements within Unit 2 will be assessed through ongoing coursework tasks i.e. via practical observation, oral questioning and/or written evidence produced as part of the learning programme

Element 1 - Roles and Responsibilities

To achieve this element the candidate must be able to:

- U2.1.1 Explain the roles and responsibilities of the teacher/coach
- U2.1.2 Identify minimum standards of behaviour for individual personal practice

Syllabus:

- Teacher/Coach Role: plan, prepare, deliver and evaluate a series of sessions from a new cycle within a pre-prepared long term plan in order to improve a participants performance.
- Responsibilities: e.g. - motivation and enjoyment, promoting good practice, duty of care, health & safety of self and others, supporting others, supervising support teachers/coaches
- Self Presentation: e.g. – dress, language, attitude of self, attitude toward others

Element 2 – Communication and Communication Styles

To achieve this element the candidate must be able to:

- U2.2.1 Identify methods of communication that will create and maintain positive and equitable working relationships with participants and others
- U2.2.2 Identify communication styles that will reflect the learning styles of participants and others
- U2.2.3 Identify common administrative procedures used in teaching/coaching

Syllabus:

- Methods of Communication: verbal e.g. effective questioning (open and closed); effective feedback; voice protection/projection, effective listening skills; Non Verbal e.g. body language, written, demonstration
- Learning Styles: visual, auditory, kinaesthetic

Administration

- Common Administration Procedures: e.g. - report writing, presentations, recording data, filing, use of information technology

Element 3 – Planning and Evaluation

To achieve this element the candidates must be able to:

- U2.3.1 Explain the planning process
- U2.3.2 Identify information required to plan a session
- U2.3.3 Explain the different needs of a range of participants
- U2.3.4 Identify appropriate methods to collect review and analyse participants' needs
- U2.3.5 Identify guidelines for dealing with confidential information
- U2.3.6 Identify alternative activities as appropriate to meet changing needs of participants and the teaching/coaching environment
- U2.3.7 Explain the purpose and value of evaluation
- U2.3.8 Identify evaluation methods that can be used to monitor development and learning for participants, self and others
- U2.3.9 Identify the opportunities for evaluation of self and others

Syllabus:

Planning

- The Planning Process: e.g. schemes that work, planning for a week, term, year, session plans
- Information Required to Plan: e.g. session outcomes, participants, resources, content boundaries, health and safety, timings, duration, technical content, linked activities
- Range of Participants: e.g. beginners, expert, children, elderly, needs
- Needs of Participants: e.g. appropriate activities, intensity, environment, additional support
- Methods to Collect Information: questioning, written forms, discussion, information from others, feedback
- Dealing with Information: data protection, disclosure of information
- Planning for Self and Others: flexibility; adaptation; improvisation; range of participants; different individual's needs

Evaluation

- Purpose and Value of Evaluation: e.g. feedback on performance (participant and teacher/coach), future development, future planning
- Methods of Evaluation: e.g. discussion with participants, peer review, self reflection, technologies (video)
- Opportunities for Evaluation: e.g. previous session, agreed observations, feedback opportunities, self review, participants performance

Element 4 – Teacher's/Coach's Tool Box

To achieve this element the candidate must be able to:

- U2.4.1 Identify the stages of Long Term Athlete Development (LTAD)
- U2.4.2 Describe the impact that LTAD has on the teaching/coaching process
- U2.4.3 Explain the need to refer participant(s) who cannot be supported within the current teaching/coaching environment
- U2.4.4 Identify and explain the stages within the teaching/coaching cycle
- U2.4.5 Identify preferred teaching/coaching philosophy and teaching/coaching style for self

Syllabus:

Effective Teaching/Coaching

- The Teaching/Coaching Cycle: prepare, plan, deliver, monitor, evaluate
- Teaching/Coaching Styles: autocratic e.g.- telling and selling, democratic e.g.- sharing and allowing, laissez-faire, understanding personal teaching/coaching philosophy

Long Term Athlete Development

- LTAD: Active Start FUNdamentals, skill development, training to train; competitive development, performance retention
- Impact of LTAD on the teaching/coaching process: teaching/coaching process, participant referral

Unit 3 – Sport Science – (Core to all Level 2 Qualifications)

Overview of Unit 3

This is a mandatory Unit.

This is a core unit and links across all SI/UKCC/CDPI strands (Aquatic Teaching, Swimming Coaching, Diving, Synchronised Swimming, Water Polo). This unit develops the (Level 2) Teachers/Coaches knowledge relating to exercise physiology, coaching psychology and training principles.

Assessment

All elements within Unit 3 will be assessed through ongoing coursework tasks i.e., via practical observation, oral questioning and/or written evidence produced as part of the learning programme.

Element 1 - Exercise Physiology and Principles of Training

To achieve this element the candidate must be able to:

- U3.1.1 Identify the major components that make up the nervous system and describe the functions of each component relating to movement
- U3.1.2 Identify the major muscle groups and describe the structure, properties and function of skeletal muscle
- U3.1.3 Identify the major bones of the skeletal system (skeleton) and describe the development, properties and function of the skeletal system
- U3.1.4 Identify the components of the respiratory system and describe its function
- U3.1.5 Identify the components of the cardiovascular system and describe its function
- U3.1.6 Describe the responses and adaptations of the body due to exercise
- U3.1.7 List and describe the principles of training
- U3.1.8 Identify the main energy systems and their function
- U3.1.9 Identify the guidelines and methods for hydration and symptoms for dehydration of the human body
- U3.1.10 List the essential components of nutrition for the human body

Syllabus:

- Nervous System: brain, spinal cord, nerves, nerve impulses, fatigue
- Muscular System: major muscle groups, origins and insertions muscle pairings, muscular contraction, responses and adaptations to exercise (muscle fibre types size)
- Skeletal System: major bones, types of bones, bone structure, joints (bone structure, joint types, synovial membrane, synovial fluids, articular cartilage)

- response and adaptations to exercise
- Respiratory System: anatomy e.g.- lungs, nose, mouth, mechanisms of breathing, structure and function, response and adaptations to exercise (transfer of oxygen and carbon dioxide [gaseous exchange],
- Cardiovascular System: anatomy e.g. – heart and blood vessels, structure and function, transport of oxygen to and carbon dioxide from muscles; response and adaptations to exercise , resting and maximum heart rate,
- Energy Systems: anaerobic (alactic system), anaerobic (lactic acid system), aerobic (lactic acid, lactate threshold, speed, endurance)
- Types of Training: strength, speed, power, endurance, flexibility
- Principles of Training: specificity, stress, overload, adaptation, progression, reversibility
- Nutrition: carbohydrates, fats, proteins, vitamins and minerals, energy supply for the provision of exercise, food pyramid
- Hydration: methods, guidelines, symptoms and effects of de-hydration, testing

Element 2 – Teaching/Coaching Psychology and Skill Acquisition

To achieve this element the candidate must be able to:

- U3.2.1 Identify and explain the two types of motivation
- U3.2.2 Describe individual personality traits and type
- U3.2.3 Describe own personality type
- U3.2.4 Describe other personality type
- U3.2.5 Describe rapport building with an athlete
- U3.2.6 Describe strategies to develop team building
- U3.2.7 Describe self-regulation
- U3.2.8 Explain the stages of learning
- U3.2.9 Identify the types of skill
- U3.2.10 Identify appropriate methods for coaching skills

Syllabus:

Teaching/Coaching Psychology

- Establishing Personal Motives: motivation of participants; intrinsic e.g. – have fun, make friends, improve health and fitness, achieve success, learn new techniques and skills; extrinsic e.g. – money, trophies, celebrity
- Personality: traits and types e.g. – type A, type B, extrovert, introvert; performing under pressure
- Strategies to Promote Teamwork: rapport building, self regulation

Skill Acquisition

- Stages of Learning: cognitive, associative, autonomous, feedback loop mechanism
- Types of Skill: gross motor skills, fine motor skills, open skills, closed skill
- Methods to Teach/Coach Skill: e.g. - observation, demonstration, instruction, analysis of skill, using mental imagery, using technologies, practicing the skill (whole part whole, shaping and chaining, performing)

Unit 4 – Techniques

Overview of Unit 4

This is a mandatory unit

This unit is discipline specific and outlines the mechanics of competitive swimming and appropriate methods to assess and improve the participant's performance.

Assessment

This unit will be assessed through a written examination of 60 minutes duration.

Element 1 - Technical Mechanics

To achieve this element the candidate must be able to:

- U4.1.1 Identify and explain the technical mechanics and make up of front crawl
- U4.1.2 Identify and explain the technical mechanics and make up of backstroke
- U4.1.3 Identify and explain the technical mechanics and make up of butterfly
- U4.1.4 Identify and explain the technical mechanics and make up of breaststroke
- U4.1.5 Identify and explain the technical mechanics and make up of starts
- U4.1.6 Identify and explain the technical mechanics and make up of turns
- U4.1.7 Identify and explain the technical mechanics and make up of finishes
- U4.1.8 Identify appropriate methods to implement changes and adjustments of technical mechanics in order to improve performance
- U4.1.9 Prioritise corrections in order to improve performance
- U4.1.10 In line with Irish/British Swimming protocols define components of stroke and explain how they are measured

Syllabus:

- Technical Mechanics of the Competitive Strokes: leg action, body positions, arm actions, head positioning, breathing, coordination, variation
- Types of Start: e.g. - track, grab, relay, backstroke
- Technical Mechanics of Starts: take off, flight, entry, underwater phase, transfer to stroke, spotting for relay takeovers
- Types of Turns: e.g. – tumble, legal touches, individual medley
- Technical Mechanics of Turns: approach, transition, turn rotation, push off, underwater phase, transfer to stroke
- Technical Mechanics of Finishes: legal touches, spotting, gliding, half-strokes
- Appropriate Methods for Changes and Adjustments: drills for: (leg action, body positions, arm actions, head positioning, breathing, coordination, stroke)
- Irish/British Swimming Measurement Protocols: stroke rate, stroke length, stroke count

Unit 5 – Training Preparation

Overview of Unit 5

This is a mandatory unit

This unit is discipline specific and outlines the construction of swimming sessions and sets, and the physiological reasoning behind them.

Assessment

This unit will be assessed through ongoing coursework tasks i.e. via practical observation, oral questioning and/or written evidence produced as part of the learning programme

Element 1

To achieve this element the candidate must be able to:

- U5.1.1 Identify training intensity classifications used in set construction
- U5.1.2 Explain the basic physiological response to each classification
- U5.1.3 Construct a micro-cycle training plan incorporating each training intensity classification including Irish/British Swimming training protocols
- U5.1.4 Explain the underlying physiological principles of Irish/British Swimming tests and test sets
- U5.1.5 Identify the relationship between training intensity classification and Irish/British Swimming tests and test sets

Syllabus:

- Irish Training Intensity Classifications: aerobic 1, aerobic 2, anaerobic threshold, VO_2 , lactate production, lactate tolerance, lactate removal, speed development
- Basic Physiological Responses: heart rate, perceived exertion, blood lactate level
- Micro-Cycle Planning: set construction, session construction, work: rest ratio, British Swimming Training Protocols e.g. warm up, cool down
- Irish/British Swimming Tests and Test Sets: e.g. 7 x 200 step test, 3 x 200 snap shot, maximum heart rate, stroke efficiency, double distance, 15m time, vertical jump

Unit 6 – Practical Skills

Overview of Unit 6

This is a mandatory unit.

This unit is discipline specific and enables swimming coaches to demonstrate various specific competencies already assessed in Units 1 - 5, in a real (vocational) practical swim coaching environment.

Candidates must demonstrate the ability to plan, deliver and evaluate a meso cycle of work (10-12 weeks) to improve each participant's performance. Each candidate will be assessed twice throughout the cycle.

Assessment

This unit will be assessed through the provision of an evidence-based portfolio. Responsibility for the assessment of Unit 6 lies with the tutor of Unit 5 in conjunction with evidence provided by an expert witness (vocational assessor) assessing competence in the appropriate environment. Completion of Unit 6 must be within 12 months of attending the course and successfully passing Units 1 - 5.

Element 1

To achieve this element the candidate must be able to:

- U6.1.1 Demonstrate planning, delivery and evaluation of a meso cycle of work (10 – 12 weeks)
- U6.1.2 Implement strategies to identify and assess common risks associated with swimming training and competition
- U6.1.3 Implement strategies to minimise the risk of injuries or illness occurring to swimmers during training and competition
- U6.1.4 Promote swimmer recovery through improved techniques in their adaptation to training
- U6.1.5 Effectively plan, deliver and evaluate training sessions catering for individual differences in swimmers while developing race competence for each of the strokes
- U6.1.6 Effectively plan, deliver and evaluate training sessions that acknowledge the physiological needs and capacities of the swimmers including the energy systems
- U6.1.7 Implement and review a specifically designed six session training programme that facilitates the development of a swimmer in line with their stage of Long Term Athlete Development and considers the principles of training
- U6.1.8 Identify and implement the use of technology and equipment appropriate for swimmers, in a training/competition environment
- U6.1.9 Analyse the performance of swimmers during competition and plan relevant improvement strategies
- U6.1.10 Implement sound communication strategies with swimmers, parents, club officials, and colleagues. Techniques used are to include, but not be limited to:
Questioning, active listening, observation skills, voice projection, demonstrations, strategies to build rapport, the provision of feedback, receiving feedback, conflict avoidance, conflict resolution, effective movement around the pool, written correspondence (e.g. whiteboard, information sheets, flyers, memorandums, training schedules, coaching reports/presentations etc), the use of strategies which suit the learning styles of the swimmers
- U6.1.11 Implement and monitor a suitable fluid replacement programme with swimmers in a training/competition environment
- U6.1.12 Use psychological processes to implement individual and team goal-setting strategies
- U6.1.13 Implement processes to develop team cohesion and spirit in a training/competition environment
- U6.1.14 Use psychological processes to assist swimmers to identify, attain and maintain their ideal psychological performance state
- U6.1.15 Maintain/modify administration records for the club/squad (e.g. name, address, medical history, swim times, personal bests, attendance, payment records, etc)
- U6.1.16 Produce, implement and review a personal action plan based on reflection, analysis and recording of feedback given by participants and others

Syllabus:

- Practical application of Units 1 - 5