



Syllabus: Level Two Teaching Aquatics

A Note to all: As outlined in our Swim Ireland 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 numbers of volunteers and full time/part time staff that fulfill a variety of roles across the aquatic pathway including teaching, coaching, tutoring, mentoring, officiating and team management constitutes the Swim Ireland Workforce. The quality of our education programme to support the individuals that fulfill these roles at all levels of pathway is crucial in order to ensure a quality workforce.

Swim Ireland are now in the position of having an independent education programme for tutors, teachers and coaches 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, and in order to ensure best practice and that we have a world class coach education programme Swim Ireland have ensured that the aquatic education system is recognised and endorsed by both the Irish and UK coaching entities, Coaching Ireland and Sports Coach UK...

Similarly, Swim Ireland will aspire to ensuring that these qualifications will sit on both the Irish and UK based Qualifications Frameworks.

The UKCC education programme that we refer to throughout this document is the aquatic education programme written and coordinated by British Swimming. Swim Ireland has included additional approved requirements and made certain approved amendments into the Irish syllabi for all strands of the programme to ensure that the syllabi also meet both the CI and Swim Ireland's requirements.





1 Title

Swim Ireland Level 2 Certificate in Teaching Aquatics

2 National Qualifications Framework (NQF) and United Kingdom Coaching Certificate (UKCC) and the 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

3 **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 Teaching Aquatics 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
 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 or can provide evidence of at least 15 hours teaching practice

4 Introduction

The Level 2 Certificate for Teaching Aquatics is an all inclusive qualification that sits as the second formally assessed qualification on the teaching qualifications pathway. Units 1 - 3 are common core units to all of the Aquatic Strands (Teaching Aquatics, Diving, Swimming Coaching, Synchronised Swimming and Water Polo) and have a focus on "how to teach/coach" skills and as such can be delivered to a mixture of candidates from all these strands. Units 4 - 6 are focused on Teaching Aquatics, covering a range of technical knowledge and practical skills that will allow the teacher to fulfil the following role descriptor.

5 Role Descriptor

Once qualified the holder of the Level 2 Certificate for Teaching Aquatics is able to plan, deliver and evaluate a series of 10 to 12 consecutive lessons within the context of a scheme of work delivered within a Learn to Swim environment, unsupervised. 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.

6 Format

The qualification is designed to be delivered and assessed using a combination of theory and practice throughout Units 1 - 5. Unit 6 is a practical unit, which is delivered in an appropriate environment (i.e. away from the course). 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.

Units 1 - 5 must be completed and passed before the candidate is allowed to progress onto Unit 6.

7 Length of Learning Programme

42 hours theory

26 hours practical (approximate hours per candidate)

NB: The exact detail of what is covered in the theory/practical session will be decided by the Tutor on how best to deliver the learning programme. Flexibility is allowed in order that the content best suits the prior knowledge and experience of the candidates attending, therefore the hours stated above are recommendations and are as a guide only.

Suggested split and allocation of hours per unit

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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
THEORY	6 hours	11 hours	12 hour	s 6 hours	5 hours	2 hours
PRACTICAL	1 hour	2 hours	2 hours	4 hours	5 hours	12 hours per candidate

To successfully complete Unit 6 the candidate must demonstrate the ability to plan, deliver and evaluate a minimum of 10-12 progressive sessions (30 minutes minimum duration) of which two will be summatively assessed. Within these 10-12 sessions candidates will need to deliver to the same group of participants (if possible) in order to demonstrate their ability to introduce new skills and techniques as well as show improvement in participant performance.

One of the summative assessments should include the use of a L1 Support Teacher (this can be another candidate from the course).

Candidates will be expected to deliver to a minimum teacher: participant ratio of 1:6.

8 Level of Qualification

This qualification builds on the skills and knowledge gained through the achievement of the Swim Ireland Level 1 (Teaching Aquatics). The level and depth of knowledge required for the qualification is described in the Swim Ireland Level 2 (Teaching Aquatics) Pack and the additional candidate resources provided as part of the learning programme.

9 Assessment and Verification

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

- Practical teaching 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 teaching 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 Teacher of Aquatics utilising the Swim Ireland Child Learn to Swim or equivalent scheme. The qualification is the second stage in a 3 level teaching structure (currently under development). The next stage for a holder of the Swim Ireland Level 2 Certificate for Teaching Aquatics will eventually be to progress onto the Swim Ireland Level 3 Certificate for Teaching Aquatics (Senior Teacher).

Units 1 - 3 (Health & Safety, Principles of Teaching/Coaching and Sport Science) are transferable across all Swim Ireland disciplines and therefore candidates wishing to take a Swim Ireland Level 2 qualification in another discipline are only required to hold the Unit 2 of the relevant Swim Ireland Level 1 Certificate in Coaching/Teaching (Support Coach/Teacher) or have gained exemption and then complete Units 4 - 6 within that discipline.

11 Recommended Reading & Resources

All recommended resources for Level 1 plus the following:

- ASA Swimming Teaching and Coaching Level 2.
- Swim Ireland Child Learn to Swim
- J Noble & A Creggan Swimming Games and Activities. ASA
- 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 Child Polices and Procedures 2010
- Swim Pool Safety Guidelines

12 Guided Learning 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 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 via the Swim Ireland Delivery Body prior to starting the Level 2 Certificate for Teaching Aquatics 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 (Teacher) 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 Program me

- 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 Swim Ireland Delivery Body a minimum of 28 days prior to the commencement date (NB: A course can compromise of both units i.e., units 1 and 2 and/or individual units) The Swim Ireland Delivery

Body is situated in the same building as Swim Ireland (NGB). The contact phone number is 00353 1 6251143

- 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 a recognised facility working towards Swim Ireland Accreditation Programme
- 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

14 Human Resources Needed for Delivery and Assessment

All tutors delivering Units 1 - 5 are expected to have undergone and completed an appropriate Tutor qualification training programme.

Examples of this include: 1. Swim Ireland Tutoring in Sport qualification. 2. CDPI appropriately trained tutors with the aguatic requirements.

If the tutor is also the assessor then it is expected that they have completed the A1 (D32/33) or IAPS Assessor Qualification, if the tutor does not have this qualification then an appropriate assessor will be needed. Courses leading to a Swim Ireland qualification are subject to an internal and external verification process. 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 or are working towards the L-20 Expert Witness Training or equivalent.

15 **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 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 unit will be assessed through written examination of 30 minutes duration; this will be a summative assessment and can take either place directly once the unit is complete or towards the end of the course.

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 Ireland
- U1.1.4 Explain the appropriate procedures for dealing with injury, illness and accidents (Please note that this does not 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 and Welfare at Work Act 2005 (ROI) and Health and Safety at Work (Northern Ireland) 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 and 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:

- 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 (defined as one competition phase or scheme of work) of lessons from a pre prepared long term plan in order to improve a participants performance. Show evidence and evaluate a selection of these from the competition phase or scheme of work.

- 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
- Identify guidelines for dealing with confidential information U2.3.5
- Identify alternative activities as appropriate to meet changing needs of participants and U2.3.6 the teaching/coaching environment
- U2.3.7 Explain the purpose and value of evaluation
- Identify evaluation methods that can be used to monitor development and learning for U2.3.8 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, special 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: plan, prepare, 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
- Describe rapport building with an athlete U3.2.5
- 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 aquatic skills as defined in the Swim Ireland Child Learn to Swim or equivalent scheme required to progress onto other aquatic areas such as Diving, Competitive Swimming, Synchronised Swimming, Water Polo. The unit covers aquatic skills and early stroke development plus appropriate methods to assess and improve the participant's performance.

Assessment

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

Element 1 - Technical Knowledge

To achieve this element the candidate must be able to:

- U4.1.1 Identify and explain the technical aspects of the core aquatic skills in relation to Long Term Athlete Development (LTAD)
- U4.1.2 Identify and explain the technical aspects of the core aquatic skills in relation to the Swim Ireland Child Learn to Swim or equivalent scheme
- U4.1.3 Identify and explain technical aspects of teaching a range of abilities within aquatics
- U4.1.4 Identify and explain the technical aspects of how skills in one area can be transferred positively to another skill/area
- U4.1.5 Identify and explain the technical aspects of travel in relationship to front crawl, back crawl, breaststroke, butterfly
- U4.1.6 Identify appropriate methods to implement changes and adjustments of technical aspects in order to improve performance based on age, ability, capability, confidence etc
- U4.1.7 Prioritise corrections in order to improve performance

Syllabus:

- Core Aquatic Skills; e.g. aquatic breathing; streamlining; balance; buoyancy; rotation, orientation; co-ordination; sculling, basic dive from the side (plunge dive)
- Range of Ability; as defined by Swim Ireland Child Learn to Swim Levels 1-8.
- Positive Transfer of Skills; e.g. rotation into surface dive, streamlining into transition.
- Travel; e.g., front crawl; back crawl; breaststroke; butterfly.
- Appropriate Methods for Changes and Adjustments: Guided discovery, variation, adaptation, corrective action.

Unit 5 – Session Preparation

Overview of Unit 5

This is a mandatory unit

This unit is discipline specific and outlines the construction of aquatic lessons and schemes of work with the reasoning behind them in relation to the Swim Ireland Child Learn to Swim and Long Term Athlete Development (LTAD).

Assessment

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

Element 1 – Lesson Preparation

To achieve this element the candidate must be able to:

- U5.1.1 Identify individual phases used in lesson plans and scheme of work construction
- U5.1.2 Construct and explain how a lesson can be planned to introduce and develop core aquatic skills
- U5.1.3 Construct and explain how a lesson can be planned to develop participants with a range of abilities
- U5.1.4 Construct and explain how a lesson can be planned to introduce and/or develop each of the four main (competitive) strokes
- U5.1.5 Plan to utilise a support teacher
- U5.1.6 Utilise a variety of communication strategies with stakeholders

Syllabus:

- Phases: aims; objectives; introductory activity; main theme; contrasting activity; concluding activity.
- Lesson construction; e.g. whole-part-whole; part-whole; BLABT (body position; leg action; arm action; breathing; timing/co-ordination), length of lesson
- Utilising a support teacher; on poolside; within the water
- Communication strategies: 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, individual lesson plans, schemes of work, reports/presentations etc); the use of strategies which suit the learning styles and ages of the participants.
- Stakeholders: e.g. participants; parents, pool management; and colleagues.

Unit 6 - Practical Skills

Overview of Unit 6

This is a mandatory unit.

If taken either as individual units or as a traditional course Unit 1 - 5 assessment tasks have to be completed and submitted for marking before the candidate can start the summative assessment of Unit 6.

This unit is discipline specific and enables aquatic teachers to demonstrate various specific competencies already assessed in Units 1 - 5

The candidate must demonstrate the ability to plan, deliver and evaluate a minimum of 10-12 progressive sessions (30 minutes minimum duration) of which 2 will be summatively assessed. Candidates will deliver to the same group of participants (if possible) to introduce and improve performance.

One of the summative assessments should include the use of a L1 Support Teacher (this can be another candidate from the course).

Candidates will be expected to deliver to a minimum teacher: participant ratio of 1:6.

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 For the purpose of teaching aquatics the candidates must demonstrate planning, delivery and evaluation of a meso cycle of work (typical in this instance will be a cycle of 10 12 weeks in duration) This is in effect a scheme of work for teaching purposes.
- U6.1.2 Implement strategies to identify and assess common risks associated with the aquatic learning environment.
- U6.1.3 Implement strategies to minimise the risk of injuries or illness occurring to participants during aquatic activities.
- U6.1.4 Effectively plan, deliver and evaluate aquatic lessons catering for individual differences in participants while developing water confidence for a range of core aquatic skills
- U6.1.5 Effectively plan, deliver and evaluate aquatic lessons catering for individual differences in participants while developing the four main (competitive) strokes

- U6.1.6 Effectively plan, deliver and evaluate aquatic lessons that acknowledge the physiological needs and abilities of the participants
- U6.1.7 Identify and implement the use of equipment appropriate for participants, in an aquatic learning environment
- U6.1.8 Analyse the performance of participants and plan relevant improvement strategies
- U6.1.9 Implement appropriate communication strategies with participants, parents, pool management, and colleagues.
- U6.1.10 Implement processes to develop group cohesion/work and spirit in an aquatic environment
- U6.1.11 Maintain/modify administration records to meet the needs of the Swim Ireland Child Learn to Swim and lesson providers (e.g. register of attendance, recording achievement, assessment records/reports, medical history etc)
- U6.1.12 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