

Education in Swimming

ASA Level 2 Aquatic Teacher

Employer Checklist for Statement of Competency

Name of Teacher		Name of Witness		
Current qualification held by teacher	Please choose from the follow:		Relationship to Teacher	
	ASA Post 2011	<ul style="list-style-type: none"> ASA UKCC Level 2 Teaching Aquatics (QCF) January 2011 – to date 		Please choose from the following:
	2001-2011	<ul style="list-style-type: none"> ASA UKCC Level 2 Teaching Aquatics (NQF) Sept 2007 – Dec 2010 ASA Level 2 Certificate Teaching Swimming Units 1-3 2001-2007 		
Date teacher achieved qualification		Overview of experience/ qualifications gained by witness		
Overview of Previous Teaching Experience (prior to current role) gained by teacher	i.e. Roles and responsibilities, level of swimmers taught and range and duration of teaching practices			
Overview of Current Teaching Practice (current role) gained by teacher	i.e. Roles and responsibilities, level of swimmers taught and range and duration of teaching practices			

I sign to agree all of the information supplied is current, valid and accurate for the identified individual and that by providing confirmation of my witness statement, I am declaring the identified individual competent to practice in an aquatic teaching environment and eligible to join RAPS.

Signed: Date:



The Register of
Aquatic Professionals
PART OF SKILLSACTIVE



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I confirm the Level 2 Teacher:	Comments/Evidence Seen
Demonstrates appropriate and positive relationships with and between swimmers, parents, peers and other employees	
Shows clear understanding of the structure, aims, objectives and SMART goals of your aquatic programme as well as the wider organisational values, vision and programmes	
<p>Has read, understood and implements all organisational procedures for</p> <ul style="list-style-type: none"> • duty of care (including ASA Code of Ethics) • safeguarding of self and others (including ASA Wave power) • health and safety • discrimination, data protection and confidentiality • complaints • NOP and EAP 	
Demonstrates they can follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults and can identify signs if abuse	
Understands the swimmer pathway and works positively to provide opportunities for swimmers to continue their participation in lifelong aquatic activities	
<p>Understands basic child development and can:</p> <ul style="list-style-type: none"> • Identify the strands of child development • Identify the stages of child development • Describe the signs of child development • Identify conditions which would have an adverse effect on child development 	
Can explain the importance of adequate hydration and nutrition to all levels and ages of swimmers and encourages a healthy lifestyle in self and others.	
Knows how to refer children to the relevant health professionals and other sources of information relating to living a healthy lifestyle	
Understands the boundaries and limitations of their role and knowledge and can identify sources of support, guidance and professional expertise where required	
Understands the requirements of and can adapt teaching delivery to the needs of special populations, including disabled participants	
Holds appropriate insurance through employment or a private provider	

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I confirm the Level 2 Teacher:	Comments/Evidence Seen
Understands and positively communicates the roles of officials and rules of the sport – fair play, sportsmanship, technical rules for stroke and skills and ground rules for the session	
Is able to show how they would deal fairly and consistently with different types of behaviour by participants that may cause distress to others	
Differentiates and adapts their teaching including motivational methods to meet the learning style, physical and psychological needs of their child and adult swimmers	
Demonstrates that they understand the difference between the way that adults and children learn as well as the factors that can affect their skills in sport	
Can demonstrate a balance of instruction, facilitation activity and demonstration within lessons with regular feedback to swimmers and reinforcement of good skill technique	
Can describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> • Legal requirements • Sport specific requirements 	
Can explain the key outcomes of the swimmer development pathway including the following: <ul style="list-style-type: none"> • Fundamentals stage • Principles of the fundamentals stage of the Learn to Swim framework • Swim skills stage • The links between child development and the swimmer development pathway • The links between the Learn to Swim framework and the swimmer development pathway • Aims of the Learn to Swim framework 	
Plans and delivers structured, fun, dynamic and creative aquatic lessons with realistic timings in a variety of coaching styles to meet the needs of their participants following the ASA Learn to Swim Framework (or equivalent) and ensures plans are consistent with good practice	
Can define: <ul style="list-style-type: none"> • Skill coordination • Motor skill learning • Skill acquisition • Skill retention • Skill transfer 	
Collects and maintains written (or electronic) records of attendance, swimmers' strengths, progress and achievement on a term/regular basis and effectively communicates feedback to swimmers, parents, and colleagues where required and appropriate	

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I confirm the Level 2 Teacher:	Comments/Evidence Seen
Plans and delivers appropriate aquatic lessons relevant and supportive to the growth, development and period of maturation of the swimmers in line with the recognised Long Term Athlete Development framework	
<p>Can identify how participants stage of development impacts:</p> <ul style="list-style-type: none"> • Teaching environment • Training • Competition 	
Manages self and others in periods of challenge, pressure or change, adapting and implementing appropriate contingencies both within and outside poolside teaching	
Has responsibility to plan and develop a scheme of work for a series of aquatic lessons including identification of motivational teaching styles, resources, appropriate, progressive and motivational teaching activities relevant to swimmers needs	
Maintains a safe teaching area reducing risk of hazards, handles equipment appropriate and ensures teaching area is safe and clear for future use	
Identifies existing risk assessments for the activities, resources and participants	
<p>Demonstrates they know how to communicate, deliver and set up a session(s) using the correct resources such as:</p> <ul style="list-style-type: none"> • Support staff • Equipment • Lane usage 	
Ensures all participants have the opportunity and are ready to join in and take part safely wearing the correct clothing	
Provide clear information including the goals of the session as well as the activities to the participants	
Demonstrates a professional image through; body language, attire, language, communication, rapport, behaviour and exceptional time management making participants feel at ease	
Demonstrates working relationships taking account of equality and diversity in line with codes of practice	
Provides technically accurate demonstrations and explanations throughout lesson delivery appropriate to needs and experience of participants	
Ensure participants depart from the session safely and provide information to participants about future sessions	

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I confirm the Level 2 Teacher:	Comments/Evidence Seen
Encourages swimmers to reflect on their own participation and be involved in their own learning process and performance at all levels of ability	
Delivers appropriate warm up and cool down activities appropriate to the needs and ability of swimmers	
Ensure own knowledge is up-to-date with current developments in chosen sport or activity and in teaching practice	
Ensures all participants have the opportunity and are ready to join in and take part safely wearing the correct clothing	
Maintains an ongoing Personal Development Plan which highlights areas of improvement in technical knowledge and teaching practice, identifying and following through opportunities for professional development. Review progress against PDP and review regularly and update as and when necessary	
Can explain the principles of evaluating coaching sessions	
Collects, analyses and acts upon feedback received by colleagues, swimmers and parents to help evaluate the session, and explains how they have done this why it is important	
<p>Ensure evaluations cover the following:</p> <ul style="list-style-type: none"> • A comparison of the outcomes and feedback to the session goals • Effectiveness of the activities and the session overall • Effectiveness of own management of session including health, safety and welfare sessions 	
Analyses, reviews and evaluates the term/series of lessons with relevance to the planned goals and objectives, providing feedback to colleagues and swimmers in accordance with the session evaluation plan. Ensure evaluations are recorded for future reference	
Produces an action plan to progress participant(s) goals	
Analyses and reviews participants progress and performance in relation to strengths, weaknesses and areas for improvement	
Discuss evaluations and take on board feedback from relevant colleagues and review evaluations from previous sessions	