



## Qualification Specification

# STA Level 2 Award in Teaching Swimming



**CIMSPA**  
Endorsed

Professional  
Standards

Version 22.2

©2022



## This qualification is regulated by Ofqual (England)

### STA Level 2 Award in Teaching Swimming

Qualification Number: 603/3014/4

#### Unit Structure

This qualification consists of 5 mandatory units

Unit Title	Code	Unit Level	GLH
Safeguarding Children, Young People and Vulnerable Adults	A/615/4669	2	2
Planning, Delivering, Assessing and Evaluating Swimming Lessons	R/616/9114	2	20
Understand a Swimming Teacher's Role	Y/616/9115	2	8
Understanding the Health and Safety Requirements for an Aquatic Environment	H/616/9117	2	5
Understanding the Scientific and Learning Theories Relevant to Swimming Teaching	K/616/9118	2	5

GLH = Guided learning hours

#### Total Qualification Time 68 Hours

---

#### Qualification Delivery

The recommended contact hours for this qualification are 40 hours, which includes direct teaching and assessing but excludes breaks.

The course may be run over 5 days, depending on the number of learners, delivery method and course facilities including pool. The course may also be delivered over a period of weeks, with the minimum of each training session being 2 hours.

The ratio for this qualification is a maximum of 12 learners to 1 tutor.

## Introduction

Swimming teachers are able to seek employment in a wide variety of leisure facilities including private health clubs and school swimming pools through to large local authority leisure centres. As a swimming teacher, you would be responsible for planning, delivering and evaluating a series of progressive and fun swimming lessons. You will be able to teach a range of aquatic and safety skills such as floating, rotation, water confidence and swimming strokes. You would be responsible for ensuring the lesson area and appropriate equipment is safe and promoted good teaching and learning.

---

## Qualification Objective

The STA Level 2 Award in Teaching Swimming aims to produce teachers that can teach the essential swimming skills, water safety and all four key strokes to participants. They are able to plan, deliver, assess and evaluate lessons for adult and child participants.

---

## Target Learners

This qualification is for learners who wish to work with children and adults, helping them to develop, both as swimmers and individuals in the aquatic environment. No experience of working with children or teaching swimming lessons is required prior to undertaking this qualification. This qualification could appeal to parents looking for a career that fits in around their childcare commitments and / or those interested in pursuing a career in the leisure industry. It could also appeal to those already employed within a leisure environment who are looking to progress their career or those who are already working as a baby and pre-school swimming teacher who wish to offer lessons to beginner participants alongside their current baby and pre-school classes.

---

## Progression

Once qualified learners may wish to develop their knowledge and skills further, by gaining the STA Level 2 Certificate in Teaching Swimming, which enables the learner to teach advanced swimming skills. Alternatively, learners may wish to expand their teaching portfolio to teaching those with disabilities and baby and pre-school participants.

Experienced teachers are often employed as mentors for newly qualified swimming teachers, or take on the role of swimming co-ordinators within swim schools.



## Industry Standards

The STA Level 2 Award in Teaching Swimming references the following industry guidance documentation:

- CIMSPA Employer Led Professional Standard – Swimming Teacher
  - PAS 81:2011 Specification for the management of a swimming school
  - HSG179 Managing Health and Safety in Swimming Pools
  - STA Swimming Teaching Code of Practice.
- 

## Entry Requirements

- Be 16 years of age
- Hold current membership of STA (for teachers in the Republic of Ireland - hold Water Safety Ireland membership or acceptable equivalent).

Learners must have all pre-requisites in place before the start of the course. Qualification certificates cannot be issued if all pre-requisites are not met before the start of the course, post course submissions will not be accepted.

---

## Special Considerations and Reasonable Adjustments Policies

For further information on these, please refer to the policies section on the Safety Training Awards website:

<https://www.safetytrainingawards.co.uk/policies/>

---

## Awarding Organisation Policies

A full list of awarding organisation policies are available on the website: <https://www.safetytrainingawards.co.uk>

---

## Assessment Format

Competent / Not competent.

## Assessment Methods

The STA Award in Teaching Swimming is tutor assessed through the completion of a risk assessment, schemes of work, lesson plans, lesson evaluation forms and practical teaching.

In addition to this there is a final end course theory multiple-choice question assessment paper and an external assessment of practical teaching.

On successful completion of the STA Award in Teaching Swimming learners will have completed and been assessed on:

- Developing 3 x ten-week schemes of work
- Developing 4 x lesson plans
- Completing 4 x lesson evaluation forms
- Delivering 3 hours of practical teaching with participants, 30 minutes of which is externally assessed.

All practical elements must be completed and performed independently by the learner without prompting by the tutor.

The skills within the course and during the assessments must be performed in line with the most current version of the STA Award in Teaching Swimming resource manual.

The multiple-choice assessment paper must be completed in exam conditions, with the tutor or other approved person, acting as the invigilator. Learners must achieve a minimum mark or higher to successfully pass the multi-choice assessment paper.

All learning outcomes and assessment criteria in the units must be achieved in order for the learner to be deemed competent and pass the course.

Please refer to the STA Award in Teaching Swimming Assessment Strategy for the detailed assessment process.

## Re-Assessment

If a learner is unsuccessful in the end of course assessment, then the learner is only required to re-sit the required element i.e. if a learner fails the multiple-choice assessment paper they are only required to re-sit the assessment paper.

If a learner should fail the multiple-choice assessment paper, they are only required to re-take the unit paper they failed.

The re-take of an assessment paper or a practical assessment must be completed within six weeks from the failure date.

All retakes must be registered with Safety Training Awards.

---

## Tutor / Assessor Requirements

All tutors must have the skills, knowledge and experience to be able to teach and demonstrate the subject.

Each tutor must be approved by Safety Training Awards and provide evidence of:

1. STA Level 2 Certificate in Teaching Swimming qualification (or acceptable equivalent)
2. Hold a formal tutoring and assessing qualification
3. Maintaining their technical competence within the subject area and provide evidence of continuing professional development (CPD).

## IQA Requirements

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in swimming teaching as well as knowledge and competency in internal quality assurance.

An IQA must hold:

1. STA Level 2 Certificate in Teaching Swimming (or acceptable equivalent)
2. Attend a STA / IQA training day or hold a recognised internal quality assurance qualification.

Note: IQAs cannot quality assure a course for which they were a learner, the tutor and / or assessor.

## Resource Requirements

Course resources:

- STA Award in Teaching Swimming resource manual – Each learner is required to have their own copy of the resource manual to keep during and after the course, in order to have access to the theoretical knowledge of the qualification.
- A range of swimming teaching equipment:
  - Toys
  - Play rafts
  - Woggles
  - Floats
- In order to fulfil the practical requirements of this qualification, access to an appropriate swimming facility is required on each day of the course. The facility should meet the required temperature and depth requirements for teaching participants
- Access to participants of the correct ability during the practical sessions.

Venue

- Room size: Adequate space for all learners on the course to undertake theory and practical work
- Seats: One per learner
- Writing surfaces: Adequate for each learner to take notes
- Toilets: Separate facilities for male and female learners
- Ventilation: Should be adequate
- Lighting: Should be suitable for reading, combining a mixture of natural and artificial light
- Heating: Should maintain a 'short sleeve' environment, minimum temperature 16°C
- Access/exits: Should be safe, well lit and cater for people with special needs
- Floor coverings: Should be carpeted or mats / blankets provided for use during practical sessions
- Cleanliness: Maintain a clean, tidy and hygienic environment
- Noise: Consider whether there is noise that may distract learners from training
- Electrical items: When projectors and other electrical equipment are used, the equipment must be checked to ensure it is in safe working order. It is important to be aware of trip hazards associated with electric cables in order to reduce such risks.

## Unit Specification

Unit Title	Safeguarding Children, Young People and Vulnerable Adults	
Learning Outcomes	Assessment Criteria	
1. Understand the legislation and codes of practice related to safeguarding children, young people and vulnerable adults	1.1 1.2 1.3 1.4	Describe what is meant by a child, young person and vulnerable adult Identify the legislation associated with safeguarding Identify the codes of practice associated with safeguarding Describe the process by which legislation has been created
2. Understand the role of statutory agencies within safeguarding children, young people and vulnerable adults	2.1 2.2 2.3	Explain the role of Police, Social Services and NSPCC Explain the role of Local Safeguarding Organisation Explain the importance of an interagency approach
3. Understand the forms of abuse	3.1 3.2 3.3	Describe forms of abuse Identify indicators of potential harm or abuse Identify factors which may make someone more vulnerable to harm or abuse
4. Understand good practice and how an aquatic teacher can protect themselves from allegations	4.1 4.2 4.3 4.4	Describe boundaries of the role of an aquatic teacher Describe how to challenge poor practice Identify how to work in ways that promote active participation Identify how to maintain dignity, respect, personal beliefs and preferences
5. Understand the role of an aquatic teacher when safeguarding concerns are raised, or a disclosure made	5.1 5.2 5.3 5.4 5.5	Explain the procedures that should be followed when concerns are raised Identify when to pass on otherwise confidential information Explain the procedures to follow when a disclosure is made Explain the procedures for recording and reporting concerns Explain the requirements for confidentiality and data protection
6. Understand good practice recruitment procedures	6.1	Explain the guidelines in relation to recruitment of staff
7. Understand site specific policies and procedures in relation to safeguarding	7.1 7.2 7.3	Identify the child protection officer who would deal with a disclosure Describe the site-specific procedures in relation to safeguarding Identify the site-specific policies in relation to safeguarding



## Unit Specification

Unit Title	Planning, Delivering, Assessing and Evaluating Swimming Lessons	
Learning Outcomes	Assessment Criteria	
1. Understand the principles of planning	1.1 1.2 1.3	Identify different types of planning Identify planning consideration relevant to aquatic activities Describe the structure of a lesson plan
2. Be able to produce a scheme of work	2.1 2.2 2.3	Develop a scheme of work comprising of ten lessons for a beginner group Develop a scheme of work comprising of ten lessons for an improver group Develop a scheme of work comprising of ten lessons for an advanced group
3. Be able to produce a lesson plan	3.1 3.2 3.3 3.4	Develop a 30 minute lesson plan for a non swimmer group Develop a 30 minute lesson plan for a beginner group Develop a 30 minute lesson plan for an improver group Develop a 30 minute lesson plan with butterfly as the main theme and water safety as the contrasting activity
4. Understand the type of equipment which can be used within a swimming lesson	4.1 4.2 4.3 4.4	Identify types of equipment which can be used within a swimming lesson Identify the advantages of using equipment Identify the disadvantages using of equipment Identify the safety considerations of using equipment
5. Understand lesson organisation within an aquatic environment	5.1 5.2 5.3 5.4	Describe positive behaviour management approaches in an aquatic environment Identify how to deal with challenging behaviour Identify how to group participants within a swimming lesson Identify appropriate teaching positions
6. Understand teaching methods which can be used within a swimming lesson	6.1 6.2 6.3	Identify teaching methods which can be used within a swimming lesson Describe when it is appropriate to teach from within the water Identify safe methods of manual support when teaching from within the water
7. Be able to use a range of teaching methods appropriate to participant's abilities	7.1	Demonstrate using a range of teaching methods appropriate to participant ability
8. Be able to teach non swimmer participants aquatic activities	8.1 8.2 8.3	Demonstrate teaching entering and exiting the water safely Demonstrate teaching basic confidence practices Demonstrate teaching regaining feet from a front and back position
9. Be able to teach beginner participants progressive aquatic activities	9.1 9.2 9.3 9.4	Demonstrate teaching progressive practices leading to front paddle Demonstrate teaching progressive practices leading to back paddle Demonstrate teaching progressive practices leading to treading water Demonstrate teaching progressive practises leading to jumping
10. Be able to teach improver participants swimming strokes	10.1 10.2 10.3 10.4	Demonstrate teaching progressive practices leading to front crawl Demonstrate teaching progressive practices leading to back crawl Demonstrate teaching progressive practices leading to breaststroke Demonstrate teaching progressive practices leading to butterfly
11. Be able to teach essential swimming skills	11.1 11.2	Demonstrate teaching the essential swimming skills Demonstrate teaching water safety skills

12. Understand how to assess participants in a swimming lesson	12.1	Describe how to assess participants in a swimming lesson
13. Be able to assess participants in a swimming lesson	13.1	Demonstrate assessing participants in a swimming lesson
14. Understand how to evaluate a swimming lesson	14.1 14.2	Explain the purpose of evaluation Identify evaluation methods that can be used
15. Be able to evaluate a swimming lesson	15.1 15.2 15.3 15.4	Perform an evaluation of a non swimmer lesson Perform an evaluation of a beginner lesson Perform an evaluation of an improver lesson Perform an evaluation of an advanced lesson

## Unit Specification

Unit Title	Understanding a Swimming Teacher's Role	
Learning Outcomes	Assessment Criteria	
1. Understand the role and responsibilities of a swimming teacher	1.1 1.2 1.3	Describe the role of a swimming teacher Explain the responsibilities of a swimming teacher Identify qualities of an effective swimming teacher
2. Be able to carry out a swimming lesson in a professional manner	2.1	Demonstrate a professional manner during a swimming lesson
3. Understand a swimming teacher's role within customer service	3.1 3.2	Describe the importance of customer retention Describe the swimming teacher's role within the feedback cycle
4. Understand different methods of communication	4.1 4.2	Identify types of communication Identify barriers to communication
5. Understand the role of an assistant swimming teacher	5.1 5.2	Describe the role of an assistant swimming teacher Describe the role of a swimming teacher when working with an assistant swimming teacher
6. Be able to supervise an assistant swimming teacher	6.1 6.2 6.3	Demonstrate communicating clearly with an assistant swimming teacher Demonstrate instructing an assistant swimming teacher Demonstrate supervising an assistant swimming teacher

## Unit Specification

Unit Title	Understanding the Health and Safety Requirements for an Aquatic Environment	
Learning Outcomes	Assessment Criteria	
1. Understand the legislation requirements of a swimming teacher	1.1 1.2 1.3 1.4	Identify relevant legislation for a swimming teacher Identify relevant codes of practices for a swimming teacher Identify topics within the Normal Operating Plan Identify topics within the Emergency Action Plan
2. Understand the record keeping requirements for a swimming teacher	2.1 2.2 2.3	Identify relevant legislation to record keeping Describe how to keep records securely Identify what records need to be kept
3. Know how to identify hazards in an aquatic environment	3.1	Identify hazards relating to: <ul style="list-style-type: none"> <li>• Physical</li> <li>• Activity</li> <li>• People</li> <li>• Pool Operations</li> </ul>
4. Be able to complete a risk assessment	4.1	Perform a risk assessment on an aquatic environment
5. Understand the hygiene and safety requirements of an aquatic environment	5.1 5.2	Identify the hygiene requirement of an aquatic environment Identify the safety requirement of an aquatic environment

## Unit Specification

Unit Title	Understanding the Scientific and Learning Theories Relevant to Swimming Teaching	
Learning Outcomes	Assessment Criteria	
1. Understand the scientific principles relevant to swimming	1.1 1.2 1.3 1.4 1.5	Describe how a participant floats in water Define Newton's third law of motion Identify methods of propulsion in water Identify types of resistance in water Describe how scientific principles impact on participants learning and progression
2. Understand the stages of childhood development	2.1 2.2	Identify the stages of childhood development Describe how the stages impacts on participants learning and progression
3. Understand the different ways of how people learn	3.1 3.2 3.3 3.4	Identify the stages of the learning loop Describe the importance of feedback Identify barriers to learning Describe how these barriers can be broken