



CIMSPA PROFESSIONAL STANDARD

Swimming Teacher

(FULL STANDARD)

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1. Overview

Professional standard: Swimming Teacher

This professional standard outlines the role and scope of a Swimming Teacher and the essential knowledge and skills that are needed to meet the sector minimum deployment standards. It also provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Swimming Teacher sits in the sport and physical activity sector as part of the leisure operations industry.

The agreed industry prerequisite to become a Swimming Teacher is to have achieved a CIMSPA endorsed educational product that fully meets this professional standard. Individuals who achieve this will be deemed to have met this standard and will also be eligible for CIMSPA membership.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA professional standard will display this official CIMSPA endorsement logo.



2. Scope of the Swimming Teacher

The role of the Swimming Teacher is to plan, deliver and evaluate safe, fun, progressive and inclusive lessons and a positive learning environment appropriate to the participant's needs across all ability groups (see appendix).

Within the scope of their role, a Swimming Teacher will be able to:

- Introduce, develop and refine all aquatic skills across all three ability groups.
- Introduce, develop and refine all four swimming strokes across all three ability groups.
- Plan and prepare a series of lessons and individual lessons across all three ability groups.
- Evaluate their own performance as well as participant performance identifying areas of future development.
- Provide participants with opportunities to experience and develop aquatics skills across a range of aquatics pathways.
- Supervise and lead assistants or helpers.
- Provide high levels of customer care and engagement and will assist with any customer feedback.

N.B. For the purpose of this professional standard, references to participants include teaching adult and child participants learning to swim, however, adult and child (combined) teaching lessons and advanced sessions are out of the scope of practice for this professional standard.

3. CIMSPA membership eligibility

Graduates of this professional standard will meet the requirements to be a CIMSPA Swimming Teacher member. They will:

UNDERSTAND

- How to work with a broad range of swimmer abilities (non-swimmers through to improvers), in different types of environments, to be able to plan, deliver and evaluate safe, fun, progressive and inclusive swimming lessons and how to promote lifelong participation offering exit routes to aquatic sports or activities and water safety knowledge.

HAVE DEMONSTRATED

- Competence of working with a broad range of swimmer abilities (non-swimmers through to improvers), in a single environment over a period of time sufficient to show ability to be able to plan, deliver and evaluate safe, fun, progressive and inclusive swimming lessons.

Additional specialist standards (population, environment or technical) can be added to educational products to widen the scope of the role and enable an individual to show their expertise in additional populations, in different environments and with technical specialisms.

Examples of specialisms that may be added:

- Working inclusively (Working with Disabled People).
- Working with Antenatal and Postnatal Clients.
- Working with Inactive People.
- Working with Children 0-5 years.

4. Product development guidance

This section is aimed at organisations developing educational products mapping to this professional standard. The requirements should be taken into account in the development of all educational products seeking CIMSPA endorsement.

Where evidence that all elements of the professional standard are included, CIMSPA endorsement can be sought in line with the Standards for Deployment compliance score and level implications.

Education partners seeking CIMSPA endorsement for a product against this professional standard must assess their educational product in line with the intention of the professional standard.

- a) As a minimum, all learners must be assessed on the following education products and deemed competent against all criteria.
- b) Plan and prepare a minimum of 1 series of safe, fun, progressive and inclusive swimming lessons appropriate to the participant's needs. The series of lessons must cover:
 - A minimum of 6 progressive lessons.
 - A range of aquatic skills and strokes relevant to the ability group (see appendix).
- c) Plan and prepare individual lessons which are safe, fun, progressive and inclusive lessons that cover a range of aquatics skills and strokes appropriate to the participant's needs. The individual plans must cover:
 - Non-swimmer lesson plan.
 - Beginner lesson plan.
 - Improver lesson plan.
- d) Evaluate teaching performance following the delivery of swimming lessons.
- e) Develop a personal action plan.

The above assessment requirements do not cover all the theoretical knowledge and understanding statements as detailed in the learning and development requirements.

For the role of Swimming Teacher, the minimum practical requirements have been outlined as:

All learning and development requirements that are Skill based **must** be practically assessed and the learner must be deemed competent against all elements.

Practical teaching:

- Assessor observed delivery for a minimum of six planned 30-minute lessons (3 hours in total). All must be safe, fun, progressive and inclusive, appropriate to the participant's needs. The practical assessed sessions must cover:
 - A non-swimmer lesson.
 - A beginner lesson.
 - An improver lesson.
 - A range of aquatics skills and strokes.
- Five lessons must have a minimum of 4 participants and one lesson must have a minimum of 8 participants.
- One lesson must show the supervision and direction of an assistant or helper.
- Practical teaching assessment must be conducted in a real-world environment, with real participants, 'on the job'/at work. The use of peers for the six assessed lessons is not permitted.

- Remote practical assessment is not permitted.
- Learners must teach all aquatic skills and strokes (see appendix).

Their quality assurance meets the appropriate regulators' guidance. Including internal and external quality assurance, staffing requirements and assessment generation and evidence.

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5. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a professional standard. There are 4 key areas of learning and development for the job role of Swimming Teacher, of which all areas are interconnected and mandatory. The key areas are:

1. Plan and deliver swimming lessons
2. Technical knowledge and skills
3. Safe teaching practice, industry legislation and guidance
4. The Swimming Teacher's role

N.B. Examples are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role; it is not mandatory to assess participants against 100% of the examples provided (there are minimum assessment requirements as set out in 4. Product development guidance), however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

1. Plan and deliver swimming lessons

Ref	Knowledge and understanding:	A Swimming Teacher must:
K1.1	Planning swimming lessons	<ul style="list-style-type: none">Describe the importance of planning swimming lessons and identify components of lessons plans including warm-up, main theme and contrasting activity.Know how to plan for individual lessons which are safe, inclusive, fun, progressive and appropriate to the participant's needs including warm-up, main theme and contrasting activity across all 3 ability groups (see appendix).Know how to plan a series of swimming lessons which are safe, inclusive, fun, progressive and appropriate to the participant's needs, across all 3 ability groups (see appendix).
K1.2	Preparing to deliver swimming lessons	<ul style="list-style-type: none">Identify how to prepare for the delivery of swimming lessons e.g. collection and organisation of equipment, teaching area, collecting and returning participants.Know how to deliver swimming lessons which are safe, fun, progressive and inclusive appropriate to the participants needs across all 3 ability groups (see appendix).Explain progressive practices which are appropriate to participant's ability and needs.Identify different teaching methods and when to implement them e.g. shallow versus deep, 1-1 versus group.Explain how to assess and progress participants.Explain factors that can impact participants' progression and regression including scientific principles, stages of development and learning.Identify ways to adapt relevant to participants' needs including adapting the lesson and progressive practices e.g. change of equipment, change in activity, change in communication method.Explain ways to manage lessons including behavioural strategies, organisational methods, participant rapport and engagement and safety.
K1.3	Evaluate swimming lessons	<ul style="list-style-type: none">Describe methods for evaluating swimming lessons and teaching performance.
K1.4	Supervise assistant swimming teachers/ helpers	<ul style="list-style-type: none">Identify the role of a swimming assistant/ helper.Explain how to effectively supervise a swimming assistant/ helper.
K1.5	Record keeping	<ul style="list-style-type: none">Identify what records need to be kept.Identify the legislation regarding record keeping and how to keep records securely.
Ref	Skills:	A Swimming Teacher must be able to:
S1.1	Plan swimming lessons	<ul style="list-style-type: none">Plan and prepare individual lessons which are safe, fun, progressive and inclusive swimming lessons appropriate to the participants needs, across all 3 ability groups (see appendix).Plan a series of safe, fun, progressive and inclusive swimming lessons appropriate to the participants needs (see appendix).

S1.2	Prepare and deliver swimming lessons	<ul style="list-style-type: none"> • Prepare for the delivery of swimming lessons. • Demonstrate the ability to deliver lessons which are safe, fun, progressive and inclusive swimming lessons appropriate to the participants needs, across all 3 ability groups (see appendix). • Apply adaptations across all 3 ability groups, aquatics skills and strokes (see appendix) appropriate to the participants needs e.g. change of equipment, change in activity, change in communication method. • Demonstrate problem solving skills and use of own initiative. • Demonstrate effective time management when delivering swimming lessons, including maximising active movement time. • Demonstrate effective verbal and non-verbal communication skills whilst delivering swimming lessons e.g. verbal instructions, hand signals, gestures, positive body language, tone of voice, animation. • Demonstrate effective feedback skills whilst delivering lessons. • Perform accurate demonstrations for all aquatic skills and strokes from recommended teaching positions when delivering swimming lessons. • Demonstrate effective lesson management including behavioural strategies, organisational methods, participant rapport and engagement and safety.
S1.3	Evaluation and personal development	<ul style="list-style-type: none"> • Evaluate teaching performance following the delivery of lessons. • Develop a personal action plan.
S1.4	Supervise and instruct assistant swimming teachers/ helpers	<ul style="list-style-type: none"> • Demonstrate effective communication with an assistant/ helper • Demonstrate effective supervision and instruction of an assistant/ helper.
S1.5	Record keeping	<ul style="list-style-type: none"> • Keep secure accurate records including participant achievement.

2. Technical knowledge and skills

Ref	Knowledge and understanding:	A Swimming Teacher must:
K2.1	Technical aquatics knowledge	<ul style="list-style-type: none"> • State progressive practices for the four strokes (see appendix) across all 3 ability groups. • State progressive practices for all aquatic skills (see appendix) across all 3 ability groups. • Identify faults and corrective practices for the four strokes (see appendix) across all 3 ability groups. • Identify faults and corrective practices for all aquatic skills (see appendix) across all 3 ability groups.
K2.2	Participant pathway	<ul style="list-style-type: none"> • Describe participant pathways including learn to swim frameworks, additional aquatic pathways, school swimming and physical literacy.

Ref	Skills:	A Swimming Teacher must be able to:
S2.1	Technical aquatic skills	<ul style="list-style-type: none"> • Demonstrate teaching the progressive practices for the four strokes across all 3 ability groups (see appendix), including: <ul style="list-style-type: none"> – body position – leg action – arm action – breathing – timing practices • Demonstrate teaching the progressive practices for all aquatic skills across all 3 ability groups (see appendix), including: <ul style="list-style-type: none"> – entries and exits – movement and water confidence – submersion and breathing – streamlining – rotation and orientation – floatation – water safety skills • Demonstrate analysis of all four strokes and determine the fault/s relevant to the participant/s across all 3 ability groups (see appendix). • Demonstrate suitable corrective practices for all four strokes relevant to the participant/s across all 3 ability groups (see appendix). • Demonstrate analysis for all aquatics skills and determine the fault/s relevant to the participant/s across all 3 ability groups (see appendix). • Demonstrate suitable corrective practices for all aquatic skills relevant to the participant/s across all 3 ability groups (see appendix).

3. Safe teaching practice, industry legislation and guidance

Ref	Knowledge and understanding:	A Swimming Teacher must:
K3.1	Safe working environment and practices	<ul style="list-style-type: none"> Identify the policies and procedures relevant to a swimming teacher, including normal operating plans (NOPs), emergency action plans (EAPs), health and safety, safeguarding, well-being, equality and diversity and data protection. Identify components of standard operating procedures including normal operating plan and emergency action plan.
K3.2	Safe teaching practice	<ul style="list-style-type: none"> Identify safety aspects of teaching from the poolside and in the water. Identify operational procedures of swimming equipment including safe set up, use and storage of equipment, adhering to manufacturers' guidelines and safe manual handling techniques. Explain advantages and disadvantages of different types of equipment used for swimming lessons.
K3.3	Hazards	<ul style="list-style-type: none"> Identify hazards relating to swimming lessons including environment, people and equipment. Describe how to mitigate against swimming lesson hazards including environment, people and equipment. Describe the process of risk assessing swimming lessons.
K3.4	Legal and regulatory requirements	<ul style="list-style-type: none"> Identify how to comply with legal and regulatory requirements relevant to a swimming teacher, including equality act, health and safety at work act, safeguarding children and adults at risk and data protection.
K3.5	Sector guidance	<ul style="list-style-type: none"> Identify the sector bodies and guidance relevant to a swimming teacher (see appendix).
Ref	Skills:	A Swimming Teacher must be able to:
S3.1	Safe teaching practice	<ul style="list-style-type: none"> Demonstrate safe teaching practice from the poolside and in the water, including manual support. Demonstrate the safe use of swimming equipment including set up and storage of equipment, adhering to manufacturers' guidelines and manual handling techniques.
S3.2	Hazards	<ul style="list-style-type: none"> Demonstrate appropriate action to deal with identified hazards based on the level of risk.
S3.3	Legal and regulatory requirements	<ul style="list-style-type: none"> Demonstrate adhering to relevant legal and regulatory policies and procedures.

4. The Swimming Teacher's role

Ref	Knowledge and understanding:	A Swimming teacher must:
K4.1	Roles and responsibilities	<ul style="list-style-type: none">• Identify the roles and responsibilities of a swimming teacher.• Identify professional boundaries of a swimming teacher including code of conduct, personal behaviour and scope of role.• Identify the roles and responsibilities of other staff within the swimming teaching environment e.g. assistant/helper, swim coordinator/managers, lifeguards, first aiders, reception and management.
K4.2	Communication	<ul style="list-style-type: none">• Describe different methods of communication and when they should be used in the swimming lesson environment.
K4.3	Customer service	<ul style="list-style-type: none">• Identify a range of swimming-related programmes and services e.g. 1-1 lessons, intensive lessons, specialist lessons, advanced swimming lesson.• Describe the importance of participant retention.• Describe how swimming teachers can positively affect participant retention, including signposting or referring participants when required.• Describe the importance of reporting feedback from stakeholders.
K4.4	Learning and development	<ul style="list-style-type: none">• Describe the importance of ongoing learning and development for a Swimming Teacher.• Identify learning and development opportunities for a swimming teacher e.g. continuous professional development through mentoring, observing, undertaking other education and training, personal research and reading.
Ref	Skills:	A Swimming Teacher must be able to:
S4.1	Roles and Responsibilities	<ul style="list-style-type: none">• Demonstrate a professional manner as a swimming teacher.
S4.2	Teamwork	<ul style="list-style-type: none">• Demonstrate teamwork skills when teaching with other swimming teachers and/or assistants/helpers.

6. Acknowledgements

CIMSPA would like to thank (Swim England and Swimming Teachers' Association) for leading on the redevelopment of this professional standard.

Members of the Leisure Operations Professional Development Committee (to be included)

Consultation individuals and organisations (to be included)

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7. Appendix

Ability group definitions including aquatic skills and stroke coverage relevant to the participant types.

	Non-swimmer	Beginner	Improver
Definition	Participants that are new to swimming lessons (without parent in the water), limited water experience.	Participants that may be new to swimming lessons, with some water experience and some water confidence.	Participants that have swimming lesson experience, ability to perform some aquatic skills and movement skills including strokes on front and back.
Progression	On the completion of all the below skills and strokes to a competent standard, the participant would become the next ability category.	On the completion of all the below skills and strokes to a competent standard, the participant would become the next ability category.	On the completion of all the below skills and strokes to a competent standard, the participant would become the next ability category or progress to other aquatic pathways.
Teaching of aquatic skills	<p>Entries and exits. Movement and water confidence. Submersion and breathing. Streamlining. Rotation and orientation. Flotation. Water safety skills.</p> <p>All with supervision/aid. Games with a purpose.</p>	<p>Entries and exits. Movement and water confidence. Submersion and breathing. Streamlining. Rotation and orientation. Flotation. Water safety skills.</p> <p>Some aids may be appropriate. Games with a purpose. Skill sequences.</p>	<p>Entries and exits. Submersion and breathing. Streamlining. Rotation and orientation. Flotation. Water safety skills.</p> <p>Games with a purpose. Skill sequences.</p>
Teaching of strokes	<p>Introduce and develop body position. Introduce leg actions. Introduce basic arm actions e.g. paddling.</p> <p>All four strokes*. Progressive practices.</p>	<p>Refine body position. Develop leg actions. Introduce and develop arm actions. Introduce basic breathing patterns.</p> <p>All four strokes*. Progressive practices.</p>	<p>Refine leg action. Develop and refine arm actions. Develop and refine breathing patterns. Introduce and develop timing .</p> <p>All four strokes*. Progressive practices. Building distance to 100m.</p>

*Relevant to ability and developmental stage.

Aquatic skills that underpin all aquatic sports:

- **Entries and exits** including unassisted entry and exits from poolside, jump and dive.
- **Streamlining** including push and glides on front and back, on the surface and under the water, push and glide to pool floor and head and feet first surface dives.
- **Submersion and breathing patterns** including introductory submersion and breathing activities and patterns.
- **Rotation and orientation** including regaining feet from front and back, log rolls, vertical rotations, forward and backward somersaults.
- **Flotation** including floating on the front and back and tuck/mushroom float.

- **Movement** including movement activities, paddling, sculling head first and feet first and strokes (see below).
- **Water confidence and water safety** including water confidence activities, float to live, treading water, shout and signal rescue, self-rescue, help and huddle, swimming in clothes, and straddle entry.

The four strokes:

- Backstroke
- Front Crawl
- Breast stroke
- Butterfly

Aquatic sports:

- Artistic Swimming
- Competitive Swimming
- Diving
- Water Polo
- Open Water

K3.5 Sector guidance

- Governing Bodies aquatics guidance
- Home countries guidance
- Safe Supervision guidance
- Health and safety in swimming pools
- Government legislation
- Sport England
- CIMSPA