

ASA LEVEL

2

**AWARD IN
COACHING OPEN WATER
SWIMMING (QCF)**

(QAN): 601/0559/8

Qualification Specification

About ASA qualifications

The Amateur Swimming Association (ASA) is a leading provider of aquatic qualifications in England and is recognised by employers for setting the industry standard in providing learners with the knowledge and skills to perform successfully within the workplace. As an Awarding Organisation (AO) we are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual) to offer vocational qualifications. Providing progression from Level 1 to Level 4 we verify learners have been assessed fairly and accurately, confirm the necessary units have been completed and certificate those qualifications achieved.

The full list of qualifications awarded by the ASA Awarding Body (ASA AB) is available on request or can be viewed on the Register of Regulated Qualifications using the following link:

* **Qualifications**

Equal opportunities

The ASA fully supports the principles of equal opportunities and are committed to satisfying these principles in all activities and published materials. A copy of our Diversity and Equality Policy is available on the ASA website.

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Publication

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ASAL2COWS/2013/V1.

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SECTION 1 - About this publication

Welcome to the qualification specification for the ASA Level 2 Award in Coaching Open Water Swimming (QCF).

Awarded by the ASA AB, this qualification has been designed to provide learners with the level of knowledge and skills needed to effectively plan, prepare, deliver, monitor and evaluate a series of coaching open water sessions, in a safe ethical and effective manner.

Divided into five sections, this specification has been designed for ASA centres, workforce and learners and provides essential information needed to offer the qualification.

About this qualification

This section will provide information that will help centres to understand the qualification in terms of its structure, content and opportunities for learner career progression.

Learner information

This section outlines the registration process and progression routes.

Centre requirements

This section outlines the requirements a centre must meet and adhere to in order to deliver this qualification. It also provides relevant information for the qualifications delivery and assessment and highlights the need and importance of quality assurance.

Delivering the qualification

This section contains information to be used for the delivery and assessment of this qualification. This area also ensures centres are aware of the ASA AB's requirements.

Supporting information

This section contains any additional information that will help support centres in the effective delivery and assessment of this qualification.

Overview of the qualification

Qualification Title:	ASA Level 2 Award in Coaching Open Water Swimming (QCF)
Qualification accreditation number (QAN):	601/0559/8
Total number of credits:	6
Guided learning hours (GLH):	50
Qualification level:	2
Operational start date:	01 September 2013
Review date:	28 February 2015

The learner must achieve a total of six credits from all three mandatory units.

Qualification objective

The ASA Level 2 Award in Coaching Open Water Swimming (QCF) is a vocational qualification. A vocational qualification offers a practical learning programme, challenges the learner and provides them with the skills and confidence needed to contribute to a specific role in the workplace.

This qualification will provide the learner with the knowledge, skills and techniques of coaching and enable the learner to effectively plan, prepare, deliver, monitor and evaluate theory and practical open water swimming sessions. Achievement of this qualification will provide the learner with a qualification which is recognised as the minimum standard, enabling the learner to coach open water swimming sessions independently.

The qualification is for learners who:

- * Would like or require the next step to become a lead coach in the open water swimming environment
- * Are seeking further career progression within their area of work
- * Are seeking to progress towards the ASA Level 2 Diploma in Coaching Swimming (QCF) Qualification

Assessment

Learners can be assessed using a combination of methods such as observation, examination of products, oral and written questioning, professional discussion, e-learning and assignments/case study.

Structure of the qualification

Units, credits and levels

The ASA Level 2 Award in Coaching Open Water Swimming (QCF) is made up of the following units.

Unit number:	Unit title:	Reference number:	Unit level:	Credit value:
222OW	Principles of swimming in open water	R/505/3594	2	2
223OW	Safe and effective planning and preparation for open water swimming sessions	K/505/3598	2	2
224OW	Innovative delivery of open water swimming sessions	L/505/3612	2	2

These units enable learners to:

- * Develop confidence, communication and inter-personal skills
- * Identify the principles of open water swimming
- * Develop an awareness of their professional role and responsibilities
- * Adopt an integrated approach to the theory and practice of open water swimming
- * Reflect on their own previous or current levels of experience, practice and skills, and areas for development

Learner entry requirements

Learners must be holders of ASA Level 2 Certificate in Coaching Swimming (QCF) qualification and/or 1st 4sport Level 2 Certificate in Coaching Triathlon (QCF) or equivalent, and have experience of coaching in an aquatic environment. All learners are required to be 17 years of age or over to register for this qualification.

Structure of the qualification

The units

Each unit is divided into **Learning Outcomes**. These are defined as “A statement of what a learner can be expected to know, understand or do as a result of the process of learning” (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

These learning outcomes are divided into **Assessment Criteria**. These are defined as “Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved” (Guidelines for writing credit based units for assessment for the Qualifications and Credit Framework, 2010, Version 4).

Qualification and unit assessment

In order to achieve a unit the learner must meet all of the learning outcomes. Therefore, in order to achieve the full qualification, learners must complete and achieve all units of this qualification.

Grading

There is no grading criteria for this qualification, learners will be awarded either a pass or refer.

About the qualification

Unit specification - 2220W

Unit Title: Principles of swimming in open water

Reference Number: R/505/3594

Credit Value: 2

GLH: 15

Unit aim: This unit covers the sport specific skills and the equipment required for open water swimming. In order to do this the learners would need an understanding of the principles of open water as well as how to structure a session

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand open water swimming participation	1.1 Identify reasons for participation in open water swimming 1.2 Identify potential barriers to participation in swimming in open water 1.3 Identify the different types of events within open water swimming 1.4 Describe the preparation required for the different events in open water swimming 1.5 Describe the benefits of swimming in open water
2 Understand the sport specific skills in open water swimming	2.1 Differentiate between the coaching positions required in coaching open water swimming 2.2 Differentiate between the stroke techniques performed in pool and open water environments 2.3 Identify the technical skills required to participate in swimming in open water 2.4 Explain the technical skills required to participate in swimming in open water 2.5 Identify potential tactics and strategies used when competing in open water swimming 2.6 Explain the reasons for tactics and strategies that may be used in open water swimming
3 Know about relevant equipment related to swimming in open water	3.1 Identify the relevant equipment required for: <ul style="list-style-type: none"> * The participant * The coach * The venue 3.2 Explain the appropriate use of equipment before, during and after an open water swimming session

4 Understand the structure of open water swimming sessions	4.1 Outline how you might adapt session(s) in accordance with the environment 4.2 Describe the warm up and recovery methods used for swimming in open water 4.3 Differentiate between the environmental and social factors for pool and open water sessions 4.4 Explain how a participant would prepare to participate in an open water swimming session 4.5 Explain how an open water swimming session could be delivered in a swimming pool
5 Understand the coach:participant relationship for open water swimming sessions	5.1 Provide examples of how coach:participant communication differentiates in a open water environment 5.2 Explain the importance of enhancing the coach:participant relationship in an open water environment

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning – written and/or oral, professional discussion, assignments, portfolios or through observation of their practice.

To complete this unit learners are required to evidence the production of a minimum of six coaching session plans for open water swimming; four of which must be linked and progressive and two must include any of the following abilities and environments:

- * Ability - competitive, recreational, novice
- * Environment - sea, lake, pool

Two of the six sessions must be observed and assessed by a qualified assessor.

All planned sessions must be a minimum of 60 minutes in duration, appropriate to the specific stage of swimmer development and must be drawn from the Level 2 technical syllabus developed for open water swimming.

About the qualification

Unit specification - 2230W

Unit Title: Safe and effective planning and preparation for open water swimming sessions

Reference Number: K/505/3598

Credit Value: 2

GLH: 15

Unit aim: This unit covers the health and safety considerations in relation to open water swimming, what is considered good practice, risk assessments, as well as knowing how to plan a series of sessions in an open water context

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the health and safety considerations and good practice for open water swimming	1.1 Describe the national guidelines applicable to open water swimming 1.2 Explain the term 'duty of care' in the context of open water swimming 1.3 Outline the health and safety requirements that need to be considered when planning swimming sessions in open water 1.4 Outline the health and environmental factors which can influence participants health and safety 1.5 State the health related issues associated with participation in open water sessions 1.6 Explain the key concepts of good practice in relation to: <ul style="list-style-type: none"> * Health and safety * Equipment * Group organisation and dynamics * Coach leadership
2 Know how to manage risk in relation to delivering open water swimming sessions	2.1 Outline the purpose of risk assessment 2.2 Describe the process for undertaking a risk assessment 2.3 Explain the importance of regular review of a risk assessment 2.4 Identify the hazards which may exist in open water swimming 2.5 Identify the procedure(s) for dealing with and reporting health and safety matters during and after open water swimming sessions 2.6 Explain the importance of an emergency action plan 2.7 Carry out a risk assessment for open water coaching session(s) 2.8 Carry out checks on participants medical conditions and needs
3 Be able to plan a series of open water swimming sessions	3.1 State the overall aims and objectives for a series of open water swimming sessions 3.2 Make sure session plan(s) are consistent with participant competence 3.3 State the equipment needed for each session in the series for: <ul style="list-style-type: none"> * The participant * The coach * The venue 3.4 Provide appropriate and progressive activities for each open water swimming session in the series that will motivate participants to achieve the aims and objectives of the session(s)

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessment methods inclusive of, but not limited to questioning – written and/or oral, professional discussion, assignments, portfolios or through observation of their practice.

To complete this unit learners are required to evidence the production of a minimum of six coaching session plans for open water swimming; four of which must be linked and progressive and two must include any of the following abilities and environments:

- * Ability - competitive, recreational, novice
- * Environment - sea, lake, pool

Two of the six sessions must be observed and assessed by a qualified assessor.

All planned sessions must be a minimum of 60 minutes in duration, appropriate to the specific stage of swimmer development and must be drawn from the Level 2 technical syllabus developed for open water swimming.

About the qualification

Unit specification - 2240W

Unit Title: Innovative delivery of open water swimming sessions

Reference Number: L/505/3612

Credit Value: 2

GLH: 20

Unit aim: This unit requires the learner to deliver open water session(s), monitor participants progress during a session and evaluate the effectiveness of the session as well as own performance

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>1 Be able to conduct effective open water swimming sessions</p>	<p>1.1 Show the correct coaching position relevant to the environment</p> <p>1.2 Explain the health and safety and emergency procedures to participants</p> <p>1.3 Carry out the specific warm up methods for open water sessions</p> <p>1.4 Demonstrate the specific techniques for open water strokes</p> <p>1.5 Demonstrate the technical skills required for swimming in open water</p> <p>1.6 Illustrate the tactics and strategies used in swimming in open water</p> <p>1.7 Establish how you adapt your sessions in accordance with changes to the environment and participants needs</p> <p>1.8 Demonstrate an effective coach:participant relationship before, during and after an open water swimming session</p> <p>1.9 Carry out the specific recovery methods after swimming in open water</p>
<p>2 Be able to monitor participants performance during an open water swimming session</p>	<p>2.1 Identify methods to measure a participants progress in swimming in open water</p> <p>2.2 Observe participants performance whilst swimming in open water</p> <p>2.3 Analyse participants performance whilst swimming in open water</p> <p>2.4 Agree priorities for improvement with open water participants</p> <p>2.5 Apply open water coaching methods and practices to address participants strengths and weaknesses</p> <p>2.6 Provide developmental feedback to open water participants to aid in their performance in open water</p>
<p>3 Be able to evaluate and improve the effectiveness of delivery and own performance</p>	<p>3.1 Evaluate the effectiveness of the session plan</p> <p>3.2 Evaluate the effectiveness of session delivery</p> <p>3.3 Identify ways of improving future sessions</p> <p>3.4 Evaluate own coaching skills in relation to open water swimming</p> <p>3.5 Ensure own knowledge is up to date in open water coaching practice</p> <p>3.6 Identify areas for development in open water coaching practice</p> <p>3.7 Produce a personal development plan</p>

Assessment:

Learners will be required to demonstrate their knowledge and understanding associated with this unit. Evidence may be generated through a variety of assessments methods inclusive of, but not limited to questioning – written and/or oral, professional discussion, assignment, portfolios or through observation of their practice.

To complete this unit learners are required to evidence the production of a minimum of six coaching session plans for open water swimming; four of which must be linked and progressive and two must include any of the following abilities and environments:

- * Ability - competitive, recreational, novice
- * Environment - sea, lake, pool

Two of the six sessions must be observed and assessed by a qualified assessor.

All planned sessions must be a minimum of 60 minutes in duration, appropriate to the specific stage of swimmer development and must be drawn from the Level 2 technical syllabus developed for open water swimming.

About the qualification

Practical syllabus

Practical skills:	Components:
Demonstrate appropriate warm up and recovery methods within open water coaching sessions	Coach sessions demonstrating appropriate techniques for preparing the body for activity (warm up) <input type="text"/> Coach sessions demonstrating appropriate methods to aid recovery (cool down) <input type="text"/>
Demonstrate open water coaching sessions that make appropriate modifications to stroke technique	Demonstrate coaching sessions that incorporate stroke skills and their application in the open water environment: Front crawl * Body position <input type="text"/> * Leg action <input type="text"/> * Arm action <input type="text"/> * Breathing <input type="text"/> * Timing <input type="text"/> * Adaptations to the environment <input type="text"/> * Styles <input type="text"/>
Demonstrate the use of appropriate practical poolside skills and open water coaching practices	Coach sessions that incorporate all of the following requirements: * Use of appropriate equipment <input type="text"/> * Appropriate communication to allow technique development <input type="text"/> * Appropriate awareness of areas of risk during coaching <input type="text"/>
Demonstrate open water coaching sessions incorporating appropriate skills used within the sport	Coach sessions that identify appropriate corrections in all of the following: * Sighting <input type="text"/> * Drafting <input type="text"/> * Entries – shallow and/or deep <input type="text"/> * Exits – shallow and/or deep <input type="text"/> Turning: * Around a buoy <input type="text"/> * Left turns <input type="text"/> * Right turns <input type="text"/> * Dead turns <input type="text"/> Starts: * Deep water and beach entry <input type="text"/>

About the qualification

Practical syllabus

Practical skills:	Components:
	Transition: * Swimming straight <input type="text"/> * Feeding <input type="text"/>
Demonstrate coaching sessions that cover the appropriate open water strategies	Coach sessions demonstrating the strategies participants may use during an open water session/a session within an open water environment: * Athlete positioning <input type="text"/> * Pace control <input type="text"/> * Mass start <input type="text"/> Coach sessions demonstrating strategies for developing open water confidence: * Use of participant equipment <input type="text"/> * Submerging <input type="text"/> * Acclimatisation <input type="text"/> * Floating/balance <input type="text"/> * Dealing with anxiety <input type="text"/> * Proximity <input type="text"/> * Foreign bodies <input type="text"/>

SECTION 2 - Learner information

The ASA AB's policy regarding access to its qualifications is that:

- * They should be available to everyone who is capable of reaching the required standards
- * They should be free from any barriers that restrict access and progression
- * There should be equal opportunities for all wishing to access the qualifications

Centres are required to recruit learners to this qualification with integrity. This will include ensuring learners have appropriate information and advice about the qualification and that the qualification will meet their needs.

Registration

Once learners are registered with the ASA AB they have 18 months to successfully complete their qualification. If an extension to registration is required the centre should contact the ASA AB to request this. Each individual case will be viewed on its merits. Extensions are usually for a period of six months.

Recruitment

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. There are no formal entry requirements and learners are not required to have any prior experience of teaching.

Please note: Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

Progression

On completion of the ASA Level 2 Award in Coaching Open Water Swimming (QCF), there are a number of progression opportunities available to learners. They can:

- * Work as a lead coach in an appropriate environment to develop their experience and knowledge within open water swimming
- * Pursue another ASA Level 2 qualification in other specialist subjects
- * Attend additional training opportunities as detailed within the ASA continuous professional development (CPD) directory to ensure knowledge and skills remain current

Learners will need to satisfy the entry requirements of any qualification they enrol on.

SECTION 3 - Centre requirements

Centre approval

Only ASA approved organisations can offer ASA qualifications.

Those organisations approved by the ASA AB are referred to as Approved Centres (centres).

Organisations without ASA approval

Those organisations that wish to offer ASA qualifications and do not have approval to do so will need to apply to the ASA AB to become a centre.

When an organisation applies for approval to become an ASA centre and offer ASA qualifications they are required to enter into an accreditation agreement. The accreditation agreement is a formal commitment by the centre to meet all the requirements of the qualification specification(s) and other conditions as identified by the ASA AB. Sanctions may be applied if centres do not comply with the agreement.

- * To become an ASA centre, organisations will be required to meet a set of quality standards and eligibility criteria. This is known as the centre approval process.
- * To offer ASA qualifications such as the ASA Level 2 Award in Coaching Open Water Swimming (QCF) qualification, organisations will need to seek approval to do so. This is known as the qualification approval process.

Although both processes consist of separate applications, it is recommended that organisations apply for both centre and qualification approval within the same application.

Full details of the process, along with the application forms are available for download from the ASA website: Providing ASA qualifications - A Guide to Approved Centre and Qualification Approval.

Centres with ASA approval

If not already approved, accredited centres will need to gain qualification approval to offer the ASA Level 2 Award in Coaching Open Water Swimming (QCF). All the relevant information is available in: Providing ASA qualifications - A Guide to Approved Centre and Qualification Approval.

Centres should familiarise themselves with the structure, content and assessment requirements of this qualification prior to planning the learning programme.

Workforce

In order to deliver, assess and quality assure (internally verify) this qualification it is important for centres to have and utilise its resources effectively, in other words, have the right people in the right place at the right time. An awareness and understanding of the aquatics industry will be advantageous but is not essential.

Tutors

- * Have the appropriate occupational expertise and be technically knowledgeable in open water swimming
- * Hold a relevant teaching qualification e.g. Post Graduate Certificate of Education (PGCE); Certificate of Education (Cert Ed); Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (QCF); Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF); NVQ in Learning and Development, or other teaching qualifications as per the SVUK tariff
- * Have up-to-date working knowledge and experience of best practice in open water swimming
- * Have excellent inter-personal skills and
- * Be able to communicate effectively with learners

Assessors

Assessments of learners delivering their sessions in a work-related environment will be conducted by an assessor. The role of the assessor is to assess the learners' performance and to check if the assessment criteria of the qualification have been met. Assessors are to only assess qualifications in their acknowledged area of technical and occupational expertise, therefore, individuals assessing this qualification are required to meet the above criteria. For further information [click here](#) for the ASA AB assessment guide.

Assessors must hold or be working towards any of the following:

- * Level 3 Certificate in Assessing Vocational Achievement (QCF) (CAVA) or,
- * Equivalent qualifications such as A1/2 or D32/33 qualifications

Tutors (including assessment role)

The role of the tutor is to plan and deliver an appropriate learning programme of activities that prepare learners for assessment. Tutors who meet the above criteria will also be able to conduct assessments of the units awarded by the ASA AB; therefore, tutors may also be assessors.

Note: The same person can be a tutor or an assessor as long as they meet the requirements set out above.

Individuals who do not meet the above criteria for tutors/assessors and, more importantly, do not hold the required qualifications, are not permitted to deliver this qualification. For those wishing to become a tutor/assessor they will need to contact tutortraining@swimming.org for further information about the process.

All tutors and assessors must hold a valid ASA Tutor Licence

Internal verifiers

The role of the Internal Verifier (IV) is to monitor the assessments ensuring accuracy and consistency of activities and assessment decisions; and, the IV can also provide support and guidance to assessors. Individuals internally verifying this qualification are required to meet the following specific criteria for the role:

- * Be a holder of an appropriate verifiers qualification (D34, V1 or L4 IQA qualification [2010 onwards]) and
- * Have current experience of conducting internal quality assurance procedures

Note: IVs cannot quality assure their own assessments.

Centres may have further criteria and personnel requirements in addition to the above.

The conditions stated are the minimum requirements individuals must meet in order to fulfil the role(s) of tutor, assessor or IV.

Centres may have further criteria and personnel requirements in addition to the above.

Continuing professional development (CPD)

Centres are expected to support their workforce by ensuring their knowledge remains current, they demonstrate best practice in delivery, mentoring, training, assessment and verification, and that they take into account any national or legislative developments. These may include: observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences.

Further opportunities for CPD may be found on the ASA CPD directory on the [ASA website](#).

Resources

Centres are responsible for ensuring the learning environments selected are appropriate for use in the delivery and assessment of this qualification.

Training room

Appropriate rooms are required for the delivery and assessment of this qualification and should be large enough to accommodate the number of learners expected for varied delivery methods. The training room should have good use of natural light; have minimal ambient noise and appropriate temperature control to provide a comfortable learning environment. There should be adequate tables and chairs for learners to be able to sit comfortably and undertake written work.

The equipment needed, as a minimum, should include:

- * Flip charts (x2) with paper, and pens
- * A data projector and projection screen
- * Access to internet connection

Learners should be able to access refreshments. If it is not possible to provide these facilities on site it must be clearly stated in the information provided to the learner by the centre.

Participant requirements

Participant: learner ratio	four participants per learner
Participant ability	healthy adults with no underlying conditions who regularly participate in open water swimming

Practical facilities

A suitable facility that meets the needs of the assessment and qualification requirements. An open water venue that has been risk assessed, is deemed safe, and has quality checks.

The ASA and British Triathlon recommend that the open water facility required for the delivery of practical sessions of this qualification should meet the following guidelines:

- * Water temperature is above 11 degrees, sessions do not take place below this temperature
- * Wetsuits are mandatory for all participants (as a safety precaution)
- * Participants must be 16 years +, and be competent swimmers, able to swim a minimum of 400m
- * Water quality has been tested by the venue operators/management and confirmed safe
- * Appropriate water safety cover requirements are in place in accordance with the request of the venue operators/management
- * Suitable venues include lakes, reservoirs and tidal/enclosed sea pools. Other uncontrolled environments are not suitable
- * Any venue needs to be approved by British Triathlon and British Swimming

Learning environment

It is at the discretion of the centre to determine the most appropriate learning environment for delivery and assessment. Learners may be managed in small or large groups or individually. Centres must consider tutor:learner ratios depending on the space available, ensuring it is in accordance with appropriate health and safety requirements.

Qualification administration and process

Administration

Full details of the ASA AB's administrative procedures for this qualification are provided in 'Providing ASA Qualifications – Approved Centre Handbook'. This information includes details on:

- * Registration procedures
- * Fees
- * Claiming certification

Centres should be aware of the time constraints regarding registration and certification periods for ASA qualifications, as specified on the **ASA website**. Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certificate end dates for the qualification are subject to change.

Registration

Learners must be registered prior to the start date of their learning programme. Centres should submit registrations using the Learner Registration Form to the relevant ASA AB Qualifications and Accreditation Administrator.

Following registration, an email will be issued by the ASA AB to the centre. This will confirm the Learner Registration Form has been received and processed. If there are any problems in the registration process, these will be identified and communicated to the centre and will be required to be acted upon immediately.

Certification

When all assessments for the qualification have been passed by the course tutor, assessor and internally verified (externally verified prior to first certification claim, selected for sampling or following sanctions), learner results should be submitted to the ASA AB via completion of the ASA Learner Achievement Summary form.

Learners successfully achieving all assessments for this qualification will be issued with the LC2OWS. The qualification title, along with the QCF qualification accreditation number and unit titles will appear on the certificates. Learners will need to be made aware of this when they are recruited by the centre and registered with the ASA AB.

Recognition of Prior Learning (RPL)

RPL is defined as: 'A method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning' Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726).

The implementation of RPL prevents a learner from being repeatedly assessed for skills or knowledge they may already possess, therefore, any previous achievements or relevant experiences obtained through various environments (e.g. formal work, at home and/or in leisure), are applicable for RPL consideration as long as the standards and requirements detailed in the unit specification and assessment criteria are met.

Credit will be awarded once the learner has successfully demonstrated and evidenced to the tutor that they meet the learning outcomes and assessment criteria of the unit. Therefore the use of RPL is acceptable for accrediting a unit, units or whole qualification without the learner having to complete the course.

RPL is an alternative route and not a shortcut to attaining the qualification.

Claiming RPL is the learner's responsibility. Any claim for RPL is to be submitted against a whole unit or whole units only, partial completion of a unit or units cannot and will not be accepted nor credited.

Credit Accumulation and Transfer (CAT)

Credit Accumulation and Transfer (CAT) is 'the process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification' Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)

To apply, learners should complete the CAT Application Form, found on the ASA website, and submit this to the ASA AB along with a copy of the qualification and a processing fee as found on the fees list.

SECTION 4 – Delivering the qualification Delivery

Initial assessment

An initial assessment of each learner wishing to register onto this qualification should be made prior to the start of their learning programme. The purpose of conducting an initial assessment for every learner is to:

- * Recognise any prior learning relevant to the qualification
- * Identify any support needs – including literacy, language, numeracy and ICT skills
- * Understand the aspirations of the learner and their long-term plan

The format and content of this assessment is the decision and responsibility of the centre.

From this assessment the results should identify what support the centre needs to provide or what training is required further by the learner to enable them to pursue the qualification. Any support or guidance provided should be recorded within the learner's individual learning programme (ILP).

Induction

All learners should receive an appropriate induction to the programme to ensure they understand the requirements of the qualification, their responsibilities as learners and what they should expect from the tutor and centre.

Information about the requirements of the qualification and the responsibilities of the learner and centre are outlined in the supporting resources for this qualification. Learners should be signposted to this information and the induction should utilise this resource.

Access arrangements and special considerations

The ASA AB's policy on access arrangements and special considerations for ASA qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are provided in the reasonable adjustments and special considerations policy for ASA qualifications, which can be found on the **ASA website**.

Learning programmes

The ASA AB will not direct centres on how they should deliver this qualification. It is at the centres discretion as to how delivery of this qualification is managed. As long as the requirements of the qualification can be met, centres have the flexibility to deliver this qualification in whatever way, and in as many hours as they deem appropriate. When planning the learning programme, centres must ensure the learning programme meets the needs and capabilities of the learner and also the learning outcomes and assessment criteria of the qualification.

There is no requirement to deliver the units of this qualification in the order they appear within the structure or within this specification; the qualification can be delivered holistically. Therefore, as long as centres plan an appropriate learning programme that meets the qualification requirements as identified in the specification, the order in which the units are delivered does not matter.

It is recommended that all learners receive an induction to the qualification – as outlined previously – and receive some face-to-face teaching. Ideally, learners for this programme should also have the opportunity to practice their delivery skills and apply the learning from the programme into practice. Where accessible, centres should consider providing information through a blended learning approach; combining face-to-face teaching, e-learning, self-study and/or distance learning resources with the applied practice in the work environment.

Learning environment

It is at the discretion of the centre to determine the most appropriate learning environment for delivery and assessment. Learners may be managed in small or large groups or individually. Centres must consider tutor: learner ratios depending on the space available, ensuring it is in accordance with appropriate health and safety requirements.

Assessment

Summary of assessment requirements

The assessment requirements for this qualification were developed by the ASA in partnership with employers, training providers, AOs and the regulatory authorities. The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- * Meet the assessment criteria and
- * Achieve the learning outcomes

To successfully achieve a unit learners must:

- * Achieve all the specified learning outcomes
- * Satisfy all the assessment criteria by providing sufficient and valid evidence for each criteria

To achieve the qualification:

- * Learners must complete all assessment tasks and satisfy the requirements of all relevant units in order to achieve and be awarded the qualification

Holistic assessment

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. This holistic approach to assessment is encouraged of all centres. It is therefore not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates – this can be supported by the centre.

All evidence produced should be word-processed or legibly handwritten in ink and must be made available to the tutor/assessor so they can make an informed judgement as to whether the evidence satisfies the criteria. Subsequently, this evidence may be required by internal and external verifiers dependent on the quality assurance strategy agreed with the centre and with the ASA AB.

Centres should ensure the methods of assessment are planned at appropriate points during the learning programme. Marking and feedback should take place within two weeks of submission of any assessment. It is recommended centres inform learners of the methods of assessment to be adopted early in the learning programme that will allow for formative assessment and ongoing internal verification.

All the assessments created by centres should be reliable and fit for purpose, and should be built on the assessment criteria and referenced accordingly. Assessment tasks and activities should enable learners to produce, valid, sufficient and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through the centre's quality assurance prior to being used.

Please note: All assessments must be completed and assessed within the learners period of registration. Centres should advise learners of any internal timescales for the completion and review of individual assessments.

Further guidance on assessment can be found in the Assessment Guide, found on the ASA website.

Assessment

Reassessment procedures

Where learners do not meet the requirements, they can be referred and supported in developing an individual action plan. In this situation, further assessment opportunities should be provided to the learner to allow them to meet the requirements.

Please note: opportunities for reassessment are only available within the learner(s) registration period.

Should a learner be referred in any part of assessment the centre should:

- * arrange additional support for the learner, or
- * inform the learner of the right to appeal, as outlined below
- * guide the learner towards a more suitable qualification

Appeals against assessment

It is a condition of centre approval that all centres must have an appeals process in place and make this available to all learners. If a learner appeals against the result of an assessment, they should, in the first instance be directed to the centre's internal appeals process. If the learner remains dissatisfied with the outcome following this process, they may contact the ASA AB. All appeals must be clearly documented by the centre's key contact and made available to the ASA AB or its nominated representative as and when required.

Quality assurance

This information is a summary of quality assurance requirements for this qualification.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal processes for maintaining quality. The approach of quality assured assessment is made through partnership between a centre and the ASA AB. The ASA AB is committed to ensuring that it follows best practice. Therefore, it seeks to ensure that the quality assurance processes which it uses does not place undue administrative processes on centres and works to support centres in providing robust quality assurance processes.

In order to deliver and assess ASA qualifications approved centres must meet and maintain certain requirements. These requirements are assessed by the ASA through:

1. External verification
2. Internal verification

External verification

There are two key purposes of external verification:

1. To ensure accurate assessment
2. To assess the effectiveness of the centres procedures to ensure that assessment is accurate (internal verification).

In order to monitor this, the ASA AB will allocate external verifiers to registered courses. The external verifier will request a sample of assessed work and evidence of completed internal verification. The external verifier will then assess the effectiveness and accuracy of these and make a judgement. This judgement will either allow or block certification of ASA courses. Further sampling and visits may take place and the frequency and size of external verification sampling will depend on the quality of the sample received initially.

Internal verification

All centres offering ASA qualifications need to have effective internal verification processes in place to ensure that learners are assessed fairly and consistently, and that national standards are being met. The centre decides on the internal verification processes that are implemented. The ASA AB can offer guidance and support however it is the responsibility of the centre to decide how they implement internal verification to ensure it is effective.

The ASA AB will check that effective internal verification processes are in place through both the centre review and external verification systems.

It is the centres responsibility to develop their own internal and external verification guides that meet the requirements of the qualification. Further support can be provided by contacting the ASA AB quality assurance team.

Requirements

Recruitment and access

The ASA are fully committed to effective equality and diversity and will ensure centres have policies and practices in order to further support this through the approval and centre review process.

Learners are enrolled on ASA AB qualifications through centres; the ASA requires that centres recruit with honour and integrity. The centre is required to carry out effective induction procedures to ensure the learner is enrolled onto the appropriate course for them.

Qualification withdrawal policy

In the unlikely event that the ASA AB withdraw this qualification before its intended date of expiration the ASA AB will give six months notice of this to centres and all learners will be able to complete their qualification as agreed as part of their registration period.

Further support and training

The ASA AB are committed to offering training and ongoing support to centres, its workforce and learners.

In addition the ASA AB offers an annual training programme which supports all those involved in the delivery and assessment of ASA qualifications. This training programme is emailed to all centres on a regular basis and through the updates and circulars that are also distributed frequently. These can also be viewed on the **ASA website**.

Contacts for support are:

Registrations and certification	Awarding Body	awardingbody@swimming.org
Approval visits/external verification	Quality Assurance	qualityassurance@swimming.org

SECTION 5 - Suggested reading

The following texts have been suggested as further reading for this qualification. Please note this list is not exhaustive and you and your workforce should direct learners to any additional text they may find relevant that will enhance their learning and assist them with the attainment of ASA Level 2 Award in Coaching Open Water Swimming (QCF).

Introductory texts

Title:

Swim Smooth: The Complete Coaching System for Swimmers and Triathletes by Paul Newsome
(15 Jun 2012)

Open Water Swimming by Steven Munatones (4 Sep 2011)

Open Water Swimming Manual: An Expert's Survival Guide for Triathletes and Open Water Swimmers
(Vintage Originals by Lynne Cox (30 Jul 2013)

Swimming for Masters, Triathletes, Open Water, Fitness Swimmers, Coaches, Including Workout
Development and Workouts by Chuck Slaght (16 Dec 2012)

Total Immersion: The Revolutionary Way to Swim Better, Faster and Easier by Terry Laughlin (21 Jun 2004)

Glossary

This table gives definitions for terms and acronyms used in this document.

Abbreviation / term	Definition
Agree	Have similar thoughts, or do something suggested by another person
Analyse	To examine critically, so as to bring out the essential elements
Assessment criteria	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved
Apply	Give full attention to a task or action
ASA AB	ASA Awarding Body
Carry out	Put in effect 'carry out a task'
Centre	Approved Centre, also referred to as Approved Qualification Delivery Centre or Training Provider
Differentiate	To show the difference in or between
Demonstrate	The act of presenting something to sight or view
Describe	Paint a picture in words
Ensure	To make sure or certain
Establish	Come to an understanding of
Evaluate	Assess the strengths and weaknesses to improve the effectiveness
Explain	Give reasons for
GLH	Guided learning hours (as defined by the Skills Funding Agency)
Identify	Provide information in a brief uncomplicated form or produce a list
Illustrate	Give clear information with examples (e.g.: spoken, written, pictures, diagrams)
Learning outcome	A statement of what a learner can be expected to know, understand or do as a result of the process of learning
Make sure	To establish something, make certain
Observe	To watch and take note
Ofqual	Regulator of qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland
Outline	Identify the main features of something

Produce	To create, make, bring or find
Provide	Give, offer, create, bring or find
QAN	Qualification Accreditation Number
QCF	Qualifications and Credit Framework
RPL	Recognition of Prior Learning
Show	Give or demonstrate information or knowledge
State	Provide information in a brief uncomplicated form

Suggested assessment tools for each of the units

Lesson observation form

Coach name:		Assessor name:	
Region/venue		Date:	
Session no:	Water temperature:	Session level:	

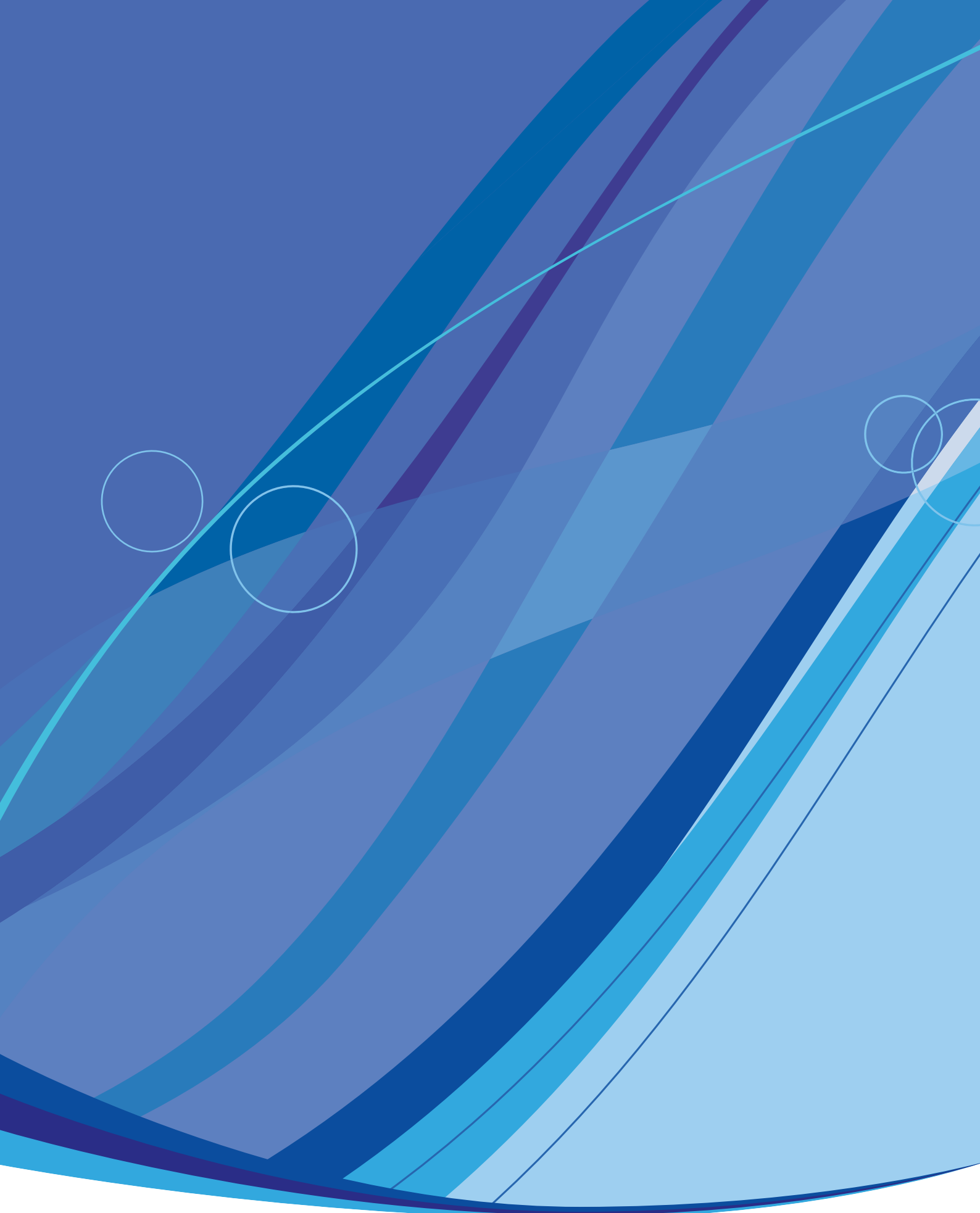
Criteria Did the coach:	Informal	Formal	Evidence	Professional discussion?
Brief the participants on the health and safety and emergency procedures prior to the session commencing?				
Carry out a risk assessment for the session?				
Carry out checks on participants medical conditions and needs prior to the session commencing?				
Show the correct coaching position in relation to the environment being used?				
Ensure that both the adult and child were appropriately ready for the session? * Warm up * Recovery				
Accurately demonstrate the specific techniques for open water strokes? * Front crawl				

Criteria Did the coach:	Informal	Formal	Evidence	Professional discussion?
Accurately demonstrate the technical skills required for open water? * Sighting * Drafting * Turning * Entries/exits				
Illustrate any of the strategies of tactics required in open water? * Athlete positioning * Mass starts * Pace control * Water confidence				
Adapt their session in accordance with changes to: * The environment * Participants needs				
Demonstrate an effective relationship with the participants before, during and after the session?				
Identify methods to measure a participant's progress?				
Observe the participants performance during the session?				

Criteria Did the coach:	Informal	Formal	Evidence	Professional discussion?
Analyse the participant's performance and agree priorities for improvements?				
Have knowledge of open water rules? * Minimum water temperature * Approved racing suits				
Feedback/development points				
Outcome (please circle):	PASS	REFER		
Coach signature:		Date:		
Assessor signature:				
Internal verifier signature:				

Professional discussion assessment form

Coach name:		Assessor name:
Region/venue		Date:
Criteria	Question/to be discussed	Answer/evidence
224 1.5	Discuss the technical skills required for open water swimming that are evident in the series of session plans but were not shown in the assessed session	
224 1.6	Discuss the tactical skills and strategies required for open water swimming that are evident in the series of session plans but were not shown in the assessed session	
224 1.7	How would you have adapted your session today should the environment/participants needs have been different?	
224 2.3	Tell me about your participants today and their performance in your session?	
224 2.4	What would you discuss and agree with them for future improvements and how would you give them this feedback?	
224 2.5	Discuss the relevant open water competition rules and regulations that would be relevant to the standard of your athlete you are coaching and the standard of competitions you will be entering	
Any other relevant questions?		
Feedback/development points		
Outcome (please circle):	PASS	REFER
Coach signature:		Date
Assessor signature:		
Internal verifier signature:		



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