

| FULL SPECIFICATION

# Swim England Swimming Coach Certificate



# Welcome to the Swim England Swimming Coach Certificate full specification

## **About Swim England**

**Swim England is the national governing body for swimming in England.**

We help people to learn how to swim, enjoy the water, and compete in our sports of swimming, diving, water polo and artistic swimming. We support over 1,000 affiliated clubs, organise national competitions and develop and nurture the best athletes along our leading Talent Pathway towards international podium success.

Swim England provides a professional certification programme for coaches, helping to drive up the quality of the workforce who are responsible for inspiring the next generation of athletes.

This certificate delivers the latest swimming, coaching and technical expertise and will be regularly reviewed to ensure it meets industry needs.

## **Equal opportunities**

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



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# 1 Introduction to the certificate

## 1.1 About the certificate

**Certificate title:** Swim England Swimming Coach Certificate

**Total certificate time:** 65 hours

## 1.2 Purpose of the certificate

This certificate builds on the knowledge, understanding and practical skills developed in the Swim England Assistant Swimming Coach Certificate.

It takes learning and practical coaching to the next level, developing the learners' competency to coach independently within a club or programme environment.

## 1.3 Learner entry requirements

- Learners must be at least 18 years of age on the first day of the course.
- Learners must also hold the Swim England Assistant Swimming Coach Certificate (or equivalent).



## 2 Learning programme and delivery

The Swim England Swimming Coach Certificate requires approximately 65 hours of learning time.

If a learner has significant experience in relevant aspects of the certificate then these hours may be less and conversely there may be learners who require more time. This should be determined by you as the training organisation prior to the start of the course.

Only you, as the training organisation, can deliver this certificate and have the flexibility to do so in whatever way you deem appropriate to meet the needs of the learners.

You must offer appropriate information and advice about the certificate so that the learner has realistic expectations.

It is imperative that the assessment takes place as stated in this specification to ensure accurate certification.

Learners should receive an induction to identify expectations as well as ensure understanding of any legal requirements.

The learning programme and delivery should ensure learners have the opportunity to practise their delivery skills and put the learning from the programme into practise.

During the learning programme the educator is encouraged to develop the mathematical and English skills of learners through naturally occurring opportunities. Although there is no assessment of these skills, situations are likely to arise that may challenge learners. As the certificate is designed to prepare the learner for employment or deployment in a club/programme environment, special attention should be paid to skills such as professional behaviour, appearance and language; therefore educators should encourage high standards and expectations at all times.



## 3 Assessment

### 3.1 Assessment summary

The purpose of assessment is to ensure that effective learning has taken place and to give learners the opportunity to achieve the stated criteria. To complete this certificate, learners must:

- cover all key learning content
- achieve all the stated criteria

All evidence produced by the learner must be their own, and in English or Welsh.

As the training organisation, you can assess the learners in any recognised format, as long as the above requirements are met.

### 3.2 Authenticity

Ensuring the authenticity of learner evidence is vital. All work completed for assessment must be the learner's own original work. Learners must sign to declare that the work they have produced for assessment is their own. Assessors should not assess work where learners have not declared authenticity.

### 3.3 Grading

There is no grading criteria for this certificate. Learners will either meet the requirements and pass or will not meet the requirements and be referred.

Where learners do not meet the requirements, they should be supported in developing an individual action plan. In this situation, further assessment opportunities will be provided to allow them to successfully meet the requirements within the registration period.

### 3.4 Appeals

An appeals policy must be put in place to support and manage learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. If learners remain dissatisfied with the outcomes, they should contact Swim England directly.



## 4 Supporting resources

### 4.1 Learner resources

There are a number of resources available to support learning including books, online materials and forums. You should advise individual learners which resources best suit their needs.



## 5 Reasonable adjustments and special considerations

Swim England is committed to improving access for learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the Reasonable Adjustments and Special Considerations Policy which can also be found on the Swim England website.



## 6 Quality assurance

Swim England implements a series of quality assurance procedures to ensure that Swim England certificates are reliable, valid and fit for purpose. This includes internal and external verification.

The topics, criteria and content of the coaching certificates are reviewed annually and any modifications will be communicated through appropriate communication to you as the training organisation.



## 7 Centre requirements

As the training organisation you are responsible for ensuring learning takes place in a safe and effective environment, to include all on course learning and assessment materials.

### 7.1 Legal requirements

You are responsible for ensuring that:

- the learning environment is safe for all learners, that risk assessments are in place and health and safety is responsibly managed
- all aspects of GDPR are met
- learners are able to progress in a respectful environment free from bullying and harassment
- all safeguarding requirements are met.

### 7.2 Session requirements

- There are sufficient swimmers, training in a Swim England SwimMark accredited club (or another suitable club endorsed by Club Development Officers or England Talent).

### 7.3 Pool and facility characteristics

The characteristics of the pool and facility must support safe and effective teaching, learning and assessment at the required level. Please refer to the Swim England Facility Requirements document.



## 8 Workforce

In order to deliver, assess and quality assure this certificate, it is important that you have appropriately experienced and qualified staff. These include educators, assessors and internal verifiers.

The educator delivering the Swim England Swimming Coach Certificate must hold a current Swim England Educator licence. The requirements of this can be found at [swimming.org/swimengland/educator-licence-applications-renewals/](https://swimming.org/swimengland/educator-licence-applications-renewals/). Please email [educatortraining@swimming.org](mailto:educatortraining@swimming.org) if you require further information.

Anyone wishing to become a Swim England Educator will need to contact [educatortraining@swimming.org](mailto:educatortraining@swimming.org) for further information about the process.

The role of the educator is to plan and deliver an appropriate learning programme of activities that develops the learners' skills, knowledge and understanding of being an effective Swimming Coach. The educator must allow learners to apply their knowledge through a combination of theoretical and practical application and finally prepare them appropriately for assessment.

The role of the assessor is to evaluate the learners' performance and to check if the formally assessed criteria of the certificate have been met. Assessors may only evaluate learners in their acknowledged area of technical and occupational expertise.

The same person can be both the educator and assessor as long as they meet the stated requirements.

The role of the internal verifier is to monitor the validity and reliability of assessment. The internal verifier should also provide support and guidance to assessors. Internal verifiers must have experience of conducting internal quality assurance procedures, however they cannot quality assure their own assessments.



## 9 Conflict of interest

All conflicts must be effectively managed by you as the training organisation, ensuring any direct or indirect conflict is identified with interventions if required. Swim England offers support where needed.





## 10 Dealing with malpractice and maladministration

As the training organisation you must have a policy for dealing with potential malpractice and maladministration. Where either is suspected your policies must be followed. Further information, support and guidance can be obtained from Swim England.



## 11 Certificate progression

Following completion of this certificate, learners may wish to progress to the Swim England Senior Swimming Coach Certificate to continue their development.



## 12 Certificate withdrawal

In the unlikely event that Swim England withdraws this certificate before its intended date of review, six months' notice of withdrawal will be given to training organisations. This will enable all learners to complete their certificate as part of their registration period.



## 13 Structure of the certificate

The Swim England Swimming Coach Certificate consists of the following learning outcomes. All criteria are formally assessed.

Swim England Swimming Coach Certificate			
Learning outcomes	Assessment criteria	Assessment requirements	Key learning content
The Learner will be able to...	The Learner can...	The Learner has...	The Educator ensures that...
1. Understand the roles and responsibilities	1.1 Explain the roles and responsibilities of a Swimming Coach	<p>Explained three roles and responsibilities of a Swimming Coach</p> <p>Explanation to include:</p> <ul style="list-style-type: none"> <li>• why each role/ responsibility is important</li> <li>• one example of how each role/ responsibility can be demonstrated in coaching practice</li> </ul>	<p>Learners know and understand the roles and responsibilities of a SwimmingCoach and how a coach can demonstrate professional conduct both in appearance and professionally.</p> <p>Roles and responsibility examples include but are not limited to:</p> <ul style="list-style-type: none"> <li>• plan, deliver and evaluate pool training sessions, pre and post-pool activity sessions (RMAP)</li> <li>• promote long term athlete development and lifelong participation in the sport of swimming</li> <li>• behave and present themselves professionally</li> <li>• maintain order and discipline during sessions e.g. managing conflict, supporting athletes that refuse to follow coaching instructions</li> <li>• create a positive environment e.g. inclusive, equitable and positive behaviour management strategies;</li> <li>• follow the Swim England Good Practice Guidelines (e.g. Wavepower, Safe Supervision) and Code of Ethics</li> <li>• be aware of and follow Normal Operating and Emergency Action Procedures or equivalent in own area of responsibility</li> <li>• report any safeguarding, welfare and culture, health and safety (e.g. hazards), equality and diversity and data protection concerns to the named responsible person</li> <li>• operate within the requirements of the club structure and culture, e.g. knowing the limitations of their role</li> <li>• carry out regular self-reflection of their own coaching</li> <li>• mentor assistant swimming coaches and other volunteer coaching personnel</li> </ul>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
1. Understand the roles and responsibilities <i>(continued)</i>	1.2 Explain the Swimming Coach's role in deploying and managing support staff	<p>Explain the Swimming Coach's role in deploying and managing one member of support staff</p> <p>Explanation to include:</p> <ul style="list-style-type: none"> <li>the role and responsibility of the support staff</li> <li>how the coach can manage/ deploy the staff to support the coaching environment</li> </ul>	<p>Learners understand the roles and responsibilities of colleagues who support the Swimming Coach. For example:</p> <ul style="list-style-type: none"> <li>Assistant Coaches</li> <li>Committee/Board Members</li> <li>Volunteer Helpers</li> <li>Interdisciplinary Team Members</li> </ul> <p>Learners know how the above colleagues can be managed and deployed to add value to the coaching environment and support the Swimming Coach. For example:</p> <ul style="list-style-type: none"> <li>Assistant Coaches can be deployed to assist in the delivery of coaching sessions</li> <li>Interdisciplinary Team Members can be deployed to deliver specialist areas of the training programme, such as land training</li> </ul> <p>Learners understand that it is the responsibility of all club personnel to promote and uphold a safe culture and environment, ensuring the highest safeguarding standards and welfare support throughout the club provision</p>
	1.3 Explain legal and regulatory requirements relevant to a Swimming Coach	<p>Explained five legal and regulatory requirements relevant to a Swimming Coach from the list below:</p> <ul style="list-style-type: none"> <li>health and safety including NOP and EAP</li> <li>safeguarding, welfare and culture</li> <li>equality and diversity</li> <li>data protection</li> <li>personal and public liability insurance</li> </ul>	<p>Learners understand the current legal and regulatory requirements relevant to a Swimming Coach. This may include:</p> <ul style="list-style-type: none"> <li><b>Healthy and safety:</b> Pool Safety Operating Procedures (PSOP), to include Normal Operating Procedures (NOP), Emergency Action Plan (EAP), risk assessment, dynamic risk assessment, personal protective equipment (PPE)</li> <li><b>Safeguarding, welfare and culture:</b> Duty of Care, Wavepower, Harm Prevention, Children's Act (2004), Mental Capacity Act (2005)</li> <li><b>Equality, Diversity and Inclusion:</b> Equality Act (2010), Equality and Diversity policy</li> <li><b>Data protection:</b> Data Protection Act (1998), UK General Data Protection Regulation</li> <li><b>Insurance:</b> types of insurance, Coach Memberships</li> <li><b>Employment:</b> recruitment process, types of employment, safe recruitment</li> </ul> <p>Or in-country equivalent versions.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
1. Understand the roles and responsibilities <i>(continued)</i>	1.3 Explain legal and regulatory requirements relevant to a Swimming Coach <i>(continued)</i>		Sector guidance in relation to the latest industry legislation and guidance: <ul style="list-style-type: none"> <li>• National Governing Bodies – Wavepower/Code of Conduct and Code of Ethics</li> <li>• Health and Safety Executive</li> <li>• Sport England</li> <li>• The Child Protection in Sport unit</li> </ul> Or in-country equivalent versions. <p>Learners understand the limitations of their role in respect of current legal regulatory requirements and the role and responsibilities of other people relevant to the swimming environment.</p>
2. Understand the structure and governance in aquatics	2.1 Describe the role of internal and external organisations in the provision of coaching swimming	Described the role of two internal and two external organisations in their provision for coaching swimming <ul style="list-style-type: none"> <li>• For one selected organisation the description must include:</li> <li>• their vision and mission</li> <li>• two key stakeholders</li> <li>• two different products offered by the organisation</li> <li>• two different services offered by the organisation</li> </ul>	Learners understand the role of internal and external organisations relevant to a Swimming Coach. <p>Internal Organisations (Swim England) include:</p> <ul style="list-style-type: none"> <li>• <b>Institute of Swimming:</b> training provider for Swim England coaching certificate programmes and CPDs</li> <li>• <b>Educator Training:</b> manages the development and review of Swim England coaching certificate programmes, recruits and trains coaching tutors</li> <li>• <b>Talent Team:</b> identifying talented young athletes and delivering the development pathways across the aquatic disciplines</li> <li>• <b>Coaching Team:</b> supporting coaches across the aquatic disciplines through coach development programmes, delivering the coach development pathway, coach membership package</li> <li>• <b>Development Team:</b> focuses on priority areas of club governance, volunteering, club and operator relationships and club growth</li> <li>• <b>Safeguarding and Welfare:</b> responsible for ensuring that Swim England has effective procedures in place for responding to safeguarding, welfare and culture concerns, ensuring concerns raised are managed through the appropriate procedures.</li> </ul>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
2. Understand the structure and governance in aquatics <i>(continued)</i>	2.1 Describe the role of internal and external organisations in the provision of coaching swimming <i>(continued)</i>		<p>External Organisations include:</p> <ul style="list-style-type: none"> <li>• <b>British Swimming:</b> the national governing body for Swimming, Diving, Artistic Swimming, Water Polo and Open Water in Great Britain. It is responsible internationally for the high performance representation of the sport</li> <li>• <b>Sport England:</b> a non-departmental public body (NDPB), responsible for growing and developing grassroots sport and getting more people active across England</li> <li>• <b>UK Sport:</b> the nation’s high-performance sports agency, funded by the Government and The National Lottery</li> <li>• <b>UK Coaching:</b> an active charity supporting coaches by delivering best practice, training, research and industry standards across sports, communities and national governing bodies of sport</li> <li>• <b>UKAD:</b> responsible for ensuring sports bodies in the UK are compliant with the World Anti-Doping Code through implementation and management of the UK’s National Anti-Doping Policy</li> </ul> <p>Learners know and understand an organisation’s provision for coaching swimming, their goals, stakeholders, and their products and services.</p> <p>Organisation’s provision and goals may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• vision</li> <li>• mission</li> <li>• lines of reporting</li> <li>• goals</li> <li>• structure</li> </ul> <p>Stakeholders may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• athletes</li> <li>• coaches</li> <li>• clubs</li> </ul>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
2. Understand the structure and governance in aquatics <i>(continued)</i>	2.1 Describe the role of internal and external organisations in the provision of coaching swimming <i>(continued)</i>		<p>Organisation's products offered, may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• education and training</li> <li>• athlete badges and rewards</li> <li>• coach development programmes</li> <li>• athlete development camps/activities</li> </ul> <p>Organisation's services offered, may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• membership</li> <li>• social swimming groups</li> <li>• national/international ranking events</li> <li>• safeguarding and welfare</li> <li>• club governance</li> </ul>
3. Understand the Optimal Coach Development Framework (OCDF)	3.1 Explain the importance of developing the character attributes for the 'Development Pathway Coach'	<p>Explained the importance of developing the character attributes for the 'Development Pathway Coach', covering one character attribute from each of the following areas:</p> <ul style="list-style-type: none"> <li>• Person</li> <li>• Coach (in the training environment)</li> <li>• Performer (in the arena)</li> </ul>	<p>Learners understand how the OCDF character attributes listed below can positively impact the development of the 'Development Pathway Coach':</p> <p><b>Person:</b> respectful and humble; patient; clear and appropriate communicator; acts consistently; engaging; organised; open minded; selfless.</p> <p><b>Coach (in the training environment):</b> holistic approach to planning; helps shape the environment; forward thinking; competent; promotes independence; a passionate learner; inclusive.</p> <p><b>Performer (in the arena):</b> process driven; engaging; self-effacing; keeps it simple.</p>
	3.2 Produce an individual coaching philosophy	Produced an individual coaching philosophy expressing your own coaching motivations and reasons for coaching	<p>Learners can express their own coaching motivations, reasons for coaching and what they are trying to achieve.</p> <p>Learners understand the impact of self-awareness and emotional intelligence on coaching behaviour and practice.</p> <p>Learners also understand the impact of effective and ineffective coaching behaviours on athletes and support staff.</p> <p>Learners know how to use the OCDF as a benchmark for coaching practice.</p>

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<b>Learning outcomes</b> The Learner will be able to...	<b>Assessment criteria</b> The Learner can...	<b>Assessment requirements</b> The Learner has...	<b>Key learning content</b> The Educator ensures that...
4. Understand the Optimal Athlete Development Framework (OADF)	4.1 Explain how to develop the character attributes for the 'Future Performance Development' athlete	Explained how the 'Development Pathway Coach' can develop the character attributes for the 'Future Performance Development' athlete, covering one character attribute from each of the following areas: <ul style="list-style-type: none"> <li>• Person</li> <li>• Athlete</li> <li>• Performer</li> </ul>	Learners understand how the OADF character attributes listed below can positively impact the development of the 'Future Performance Development' athlete: <p>Person: enjoys the journey; resilient and robust; committed; good learner.</p> <p>Athlete: developmental behaviours; broad physical foundation; coachable; technically competent.</p> <p>Performer: love race day; execute your race plan; delivering a performance.</p> <p>Learners understand that OADF is supported by other frameworks/models that can guide the coach in managing the long term development of their athletes.</p> <p>Learners understand how coaching has a wider impact on athletes and communities and by developing these character attributes they will be developing athletes physical, social and psychological well-being, alongside improved performance.</p> <p>Learners know and understand how to use a range of positive behaviour strategies to support the creation of a positive coaching environment.</p> <p>The positive behaviour strategies are:</p> <ul style="list-style-type: none"> <li>• assessing athletes readiness for the session</li> <li>• develop rapport</li> <li>• goal setting (SMART goals)</li> <li>• praise</li> <li>• positive reinforcement</li> <li>• reward/incentives</li> <li>• recognition of achievement</li> <li>• exemplary customer service e.g. problem solving, discretion, suitable language</li> <li>• manage and influence stakeholders to create a positive coaching environment</li> <li>• maintain regular communication with athletes</li> </ul> <p>Learners know and understand the different types of barriers to participation in swimming.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
4. Understand the Optimal Athlete Development Framework (OADF) <i>(continued)</i>	4.1 Explain how to develop the character attributes for the 'Future Performance Development' athlete <i>(continued)</i>	<p>Explained how the 'Development Pathway Coach' can develop the character attributes for the 'Future Performance Development' athlete, covering one character attribute from each of the following areas:</p> <ul style="list-style-type: none"> <li>• Person</li> <li>• Athlete</li> <li>• Performer</li> </ul>	<p>Examples of barriers include the following, other appropriate examples are accepted:</p> <ul style="list-style-type: none"> <li>• anxiety</li> <li>• accessibility of venues</li> <li>• lack of equipment</li> <li>• lack of awareness of where to swim</li> <li>• lack of swimming ability</li> </ul> <p>Examples of methods to overcome barriers include the following, other appropriate examples are accepted:</p> <ul style="list-style-type: none"> <li>• incentive/initiatives to support costs</li> <li>• hire of equipment</li> <li>• taster sessions</li> <li>• meet and greet open days</li> <li>• swimming buddy/support groups.</li> </ul>
	4.2 Carry out athlete Goal Setting	<p>Set appropriate goals with the profiled athletes, to include:</p> <ul style="list-style-type: none"> <li>• one goal for the person including application of one personalised learning theory</li> <li>• one goal for the athlete</li> <li>• one goal for the performer</li> <li>• a review for each athlete at the end of the second microcycle</li> </ul>	<p>Learners have worked with the four profiled athletes to set process and outcome goals focused on developing some of the OADF character attributes, including biographical and demographic data.</p> <p>Learners know about the 'charEQter survey' and how this can be used to support goal setting.</p> <p>Learners understand and know how to support personalised learning for athletes.</p> <p>The following are examples of learning theories; however other appropriate examples are accepted:</p> <ul style="list-style-type: none"> <li>• positive reinforcement, including repetition and positive feedback</li> <li>• athlete involvement (e.g. problem solving)</li> <li>• athlete centred approach (e.g. adapting the activity)</li> </ul> <p>Learners understand the importance of reviewing and amending goals at agreed points during the season and the connectivity between goal setting and programme planning.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
4. Understand the Optimal Athlete Development Framework (OADF) <i>(continued)</i>	4.3 Explain how to adapt communication methods to meet the needs of athletes	Explained how to adapt communication methods to meet the needs athletes, which covered: <ul style="list-style-type: none"> <li>• one verbal communication method</li> <li>• one non-verbal communication method</li> </ul>	Learners know and understand how to communicate effectively verbally and non-verbally with a range of individuals including athletes and assistant coaches.  Learners know and understand how to adapt their communication methods to meet the needs of the athletes.  Verbal communication: <ul style="list-style-type: none"> <li>• volume</li> <li>• tone</li> <li>• language</li> <li>• terminology</li> <li>• coaching points</li> <li>• questioning</li> <li>• active listening</li> </ul> Non-verbal communication: <ul style="list-style-type: none"> <li>• gestures</li> <li>• body language (including facial expressions)</li> <li>• demonstrations</li> <li>• visual aids</li> </ul>
	4.4 Summarise methods to obtain athlete feedback	Summarised three different methods to obtain feedback from athletes	Learners understand the benefits of gaining feedback to support retention and progress relating to personalised goals and achievement.  Learners understand the feedback cycle: <ul style="list-style-type: none"> <li>• receipt of feedback</li> <li>• review feedback</li> <li>• adjust actions in relation to feedback provided</li> </ul> Learners are aware of different methods to obtain feedback from athletes for example: <ul style="list-style-type: none"> <li>• survey</li> <li>• questionnaire</li> <li>• verbal questioning</li> <li>• interview</li> </ul>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
5. Understand anatomy and physiology	5.1 Explain the function of the human body systems	Explained the function of five human body systems	Learners understand how the following human body systems function in relation to swimming: <ul style="list-style-type: none"> <li>• musculoskeletal</li> <li>• cardiovascular</li> <li>• respiratory</li> <li>• nervous</li> <li>• endocrine</li> <li>• lymphatic</li> <li>• digestive</li> <li>• urinary</li> <li>• reproductive</li> <li>• integumentary</li> </ul>
	5.2 Apply the components of fitness and principles of training to planning	Appropriately applied the components of fitness and principles of training to planning for the 'Future Performance Development' athlete	Learners understand and can apply the components of fitness and principles of training to the planning process. <p><b>Components of Fitness:</b> agility; balance; body composition; cardiovascular fitness; coordination; flexibility; muscular endurance; power; reaction time; speed; strength.</p> <p><b>Principles of Training:</b> specificity; overload; adaptation; recovery; regression/detraining.</p> Learners are aware of the relevant character attributes outlined for the Future Performance Development athlete (i.e. physically robust).
	5.3 Apply training intensity classifications to planning	Appropriately applied training intensity classifications to planning for the 'Future Performance Development' athlete	Learners are aware of the physiological demands for the different competitive events and how this influences training requirements. <p>Learners know about the exercise domains:</p> <ul style="list-style-type: none"> <li>• moderate</li> <li>• heavy</li> <li>• severe</li> <li>• extreme</li> </ul> Learners are aware of and know how to apply the different training intensity classification models, for example: <ul style="list-style-type: none"> <li>• Sweetenham and Atkinson</li> <li>• Olbrecht</li> <li>• Urbanchek</li> <li>• Bowman</li> <li>• The Lactate Control Model</li> <li>• USRPT</li> <li>• Reverse Periodisation</li> </ul>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
5. Understand anatomy and physiology <i>(continued)</i>	5.4 Describe common injuries, their causes and prevention strategies	Described three common injuries in swimming, covering at least: <ul style="list-style-type: none"> <li>• one common cause of the injury;</li> <li>• one suitable prevention strategy for the injury</li> </ul>	Learners are aware of the common injuries in swimming. Learners know about the factors that can predispose an athlete to injury and common areas for injury, including: <ul style="list-style-type: none"> <li>• Shoulder</li> <li>• Knee and Hip</li> <li>• Back</li> </ul> Learners understand the effect of growth and maturation on injury risk. Learners are aware of prevention strategies for a range of common injuries for example, problems with the knee can be avoided by addressing poor hip flexibility.
6. Understand swimming strokes and skills	6.1 Explain the importance of physical literacy for the development of swimming strokes and skills	Explained the importance of physical literacy for the development of swimming strokes and skills	Learners understand how physical literacy can impact swimming performance. For example, to improve rotation speed during a turn, an athlete would be required to improve agility, coordination and speed.  Learners know the:  <b>FUNDamental Movement Skills:</b>  agility, balance, co-ordination, speed (ABCS); running, jumping, throwing (RJT); kinaesthetics, gliding, buoyancy, striking with an object (KGBS); catching, passing, kicking, striking with part of the body (CPKS).  <b>Core Aquatic Skills:</b>  entries; exits; balance and buoyancy; rotation and orientation; streamlining; aquatic breathing; travel and co-ordination; water safety; health and wellbeing.  <b>Sport Specific Skills:</b>  strokes; starts; turns; underwaters; relay takeovers; finishes.
	6.2 Explain the influences of scientific principles on swimming strokes and skills	Explained the influence of scientific principles on swimming strokes and skills	Learners understand how the scientific principles impact swimming performance, for example adopting a high elbow position during the propulsive phase of the freestyle arm action, will generate greater propulsion.  Scientific Principles: <ul style="list-style-type: none"> <li>• buoyancy</li> <li>• propulsion</li> <li>• resistance</li> </ul>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
6. Understand swimming strokes and skills <i>(continued)</i>	6.3 Analyse the sport specific skills and their component parts	Analysed the sport specific skills and their component parts, to include: <ul style="list-style-type: none"> <li>• all four strokes</li> <li>• one start</li> <li>• one turn</li> <li>• one finish</li> </ul>	Learners know the component parts of all swimming strokes and skills, including: <p><b>Strokes (BLABT):</b> body; legs; arms; breathing; timing.</p> <p><b>Starts:</b> take your marks, go, flight, entry.</p> <p><b>Turns:</b> approach; rotation; footplant and drive phase.</p> <p><b>Underwaters:</b> dolphin kick (butterfly, backstroke, freestyle) or pull, kick and dolphin kick (breaststroke), the pullout/transition (all strokes).</p> <p><b>Relay Takeovers:</b> set-up position, incoming swimmer, plant and drive, committing.</p> <p><b>Finish:</b> approach; touch.</p> <p>Learners are aware of the supporting resources on 'Off The Blocks' that can be used for analysing swimming strokes and skills.</p>
7. Demonstrate the use of swimming equipment	7.1 Demonstrate the appropriate use of swimming equipment	Demonstrated the appropriate use of swimming equipment, including: <ul style="list-style-type: none"> <li>• at least two pieces of pool equipment;</li> <li>• at least one piece of coaching equipment;</li> <li>• at least two pieces of athlete equipment</li> </ul>	Learners are aware of the different types of swimming equipment and understand how these can be used safely. <p>Swimming equipment examples:</p> <p><b>Pool Equipment:</b> lane ropes; starting blocks; flags.</p> <p><b>Coaching Equipment:</b> pace clock; stopwatch; whiteboard; iPad/GoPro; HR Monitor.</p> <p><b>Athlete Equipment:</b> cap; goggles; drinks bottle; fins; paddles; snorkel; pullbuoy; kickboard; tempo trainer.</p>
8. Understand the technical rules and regulations	8.1 Describe the IPC and World Para Swimming Rules and Regulations	Described the IPC and World Para Swimming Rules and Regulations for two different para athletes	Learners know about the International Paralympic Committee and World Para Swimming. <p>Learners understand where to find the most up to date version of the rules and regulations and how the following is applied to para swimming:</p> <ul style="list-style-type: none"> <li>• classification (impairment groups and classes)</li> <li>• Codes of Exemption</li> </ul> <p>Learners also understand how to follow the rules to support and assist para athletes in the competitive environment.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
8. Understand the technical rules and regulations <i>(continued)</i>	8.2 Describe how to lodge a protest or appeal during competition	Described how to lodge a protest or appeal during competition	<p>Learners understand the following in relation to competitive swimming events:</p> <p>Protest: an allegation that Swim England laws, regulations, technical rules or promoter’s conditions governing a competition have not been complied with or have been misinterpreted.</p> <p>Protests are possible:</p> <ul style="list-style-type: none"> <li>• if the rules and regulations for the conduct of the competition are not observed</li> <li>• if other conditions endanger the competitions and/or competitors against decisions of the referee; however, no protest shall be allowed against decisions of fact</li> </ul> <p>Protests must be submitted to the referee:</p> <ul style="list-style-type: none"> <li>• in writing</li> <li>• by the team leader/coach</li> <li>• within 30 minutes following the conclusion of the respective event</li> <li>• may require a financial deposit</li> </ul> <p>If conditions causing a potential protest are noted prior to the event a protest must be lodged before the signal to start is given. All protests shall be considered by the referee. If the protest is rejected, the deposit will be forfeited to the management body of the competition. If the protest is upheld, the deposit will be returned.</p> <p>Appeal: right of appeal if a protest has not been resolved or if a person, club or body is dissatisfied with a decision.</p> <p>Jury of Appeal: the decision of the jury is final.</p>
	8.3 Explain the Swimming Coach’s responsibilities regarding Anti-Doping	Explained the Swimming Coach’s responsibilities regarding Anti-Doping	<p>Learners understand the Swimming Coach’s responsibilities regarding anti-doping. For example:</p> <ul style="list-style-type: none"> <li>• promoting clean sport in their own coaching environment</li> <li>• supporting athletes to adopt a clean sport lifestyle</li> <li>• preparing athletes for testing.</li> </ul>

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<b>Learning outcomes</b> The Learner will be able to...	<b>Assessment criteria</b> The Learner can...	<b>Assessment requirements</b> The Learner has...	<b>Key learning content</b> The Educator ensures that...
9. Carry out race analysis and modelling	9.1 Complete race analysis and modelling	Completed a race model and race process objective sheet with a 'Future Performance Development' athlete	Learners understand race modelling and its importance for competition:  Race Model: competition analysis providing feedback that can be utilised in training at a later stage to improve made up of both technical efficiency and fitness levels (aerobic conditioning/performance speed and pacing) analysis of the race highlighting strengths/weaknesses in these areas  Learners can describe the components of a race model and their purpose: <ul style="list-style-type: none"> <li>• enables the athlete to stay focused in training</li> <li>• allows goals to be based upon aspects of skill/efficiency practised in training</li> <li>• focuses on the process to produce the desired outcome</li> </ul> Learners understand how to work with athletes to identify a primary and secondary race objective. Learners know how to complete a race process objective sheet.  Learners understand the data that can be collected for race modelling. Learners can demonstrate that they can collect the following: <ul style="list-style-type: none"> <li>• total race time</li> <li>• split times</li> <li>• stroke count</li> <li>• stroke rate</li> <li>• start time (reaction time and time to 15m)</li> <li>• turn time (5m in and 10m out)</li> <li>• finish time (last 5m)</li> </ul>

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<b>Learning outcomes</b> The Learner will be able to...	<b>Assessment criteria</b> The Learner can...	<b>Assessment requirements</b> The Learner has...	<b>Key learning content</b> The Educator ensures that...
10. Plan for coaching sessions	10.1 Produce an annual plan	<p>Produced an annual plan for the 'Future Performance Development' athlete</p> <p>The annual plan must include two microcycles, that:</p> <ul style="list-style-type: none"> <li>• are at least six weeks apart</li> <li>• show progression over time</li> <li>• includes an evaluation of micro cycle one providing suggested adaptations/modifications</li> </ul> <p>The annual plan and micro cycles must include all the information as stated in the key learning content</p>	<p>Learners understand the principles and processes involved in planning and periodisation and are able to produce an annual plan. Learners know that the annual plan can form part of a multi-year plan.</p> <p>Learners understand how planning is influenced by OADF and should be relevant to the athletes' age and stage of development (i.e. LTAD).</p> <p>Learners understand how the key character attributes can influence the planning of appropriate training and competition, for example:</p> <p>Person: enjoys the journey; resilient and robust; committed; good learner.</p> <p>Athlete: developmental behaviours; broad physical foundation; coachable; technically competent.</p> <p>Performer: love race day; execute your race plan; delivering a performance</p> <p>Learners also know how athletes can be engaged and involved in the design and production of the annual plan.</p> <p>Annual plans must include:</p> <ul style="list-style-type: none"> <li>• an aim and objective for the season</li> <li>• holistic progression (e.g. technical, tactical, physical, psychological, lifestyle) over a period of at least 48 weeks</li> <li>• an outline of macro, meso and microcycles</li> <li>• details of competitions</li> <li>• review/testing dates</li> </ul> <p>Microcycles must include:</p> <ul style="list-style-type: none"> <li>• an aim and at least one objective for each cycle</li> <li>• holistic progression (e.g. Technical, tactical, physical, psychological, lifestyle) over a period of at least six weeks</li> <li>• an outline of activities and practices that meet the aim, objectives and ability of the athletes</li> <li>• how to record and assess individual needs</li> <li>• how to take into account periodization</li> <li>• resources and equipment required for the sessions</li> </ul>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
10. Plan for coaching sessions <i>(continued)</i>	10.2 Produce safe and inclusive coaching session plans	<p>Produced four safe and inclusive coaching session plans, covering:</p> <ul style="list-style-type: none"> <li>• two session plans from microcycle one</li> <li>• two session plans from microcycle two</li> </ul> <p>Session plans must:</p> <ul style="list-style-type: none"> <li>• be at least 60 minutes in duration</li> <li>• be prepared for athletes at County level or above</li> </ul> <p>All session plans must include all information listed in the key learning content</p> <p>Two session plans must include adaptations for a para athlete</p>	<p>Learners understand the importance of planning inclusive coaching sessions for different athletes, planning for, adaptation and how coaching plans build from a microcycle.</p> <p>Learners understand the importance of and how to collect data and information, keeping it secure in line with organisation procedures and Data Protection/ GDPR before, during and after each coaching session delivery.</p> <p>The data and information collected would inform the session plans and may include but aren't limited to:</p> <ul style="list-style-type: none"> <li>• athletes with special educational needs and/or disabilities and details to inform adaptations</li> <li>• athletes with long-term health conditions and details to inform adaptations</li> <li>• athletes' names and age range and ability level</li> <li>• responsible adult details if athletes are under 18 years old or are vulnerable adults</li> <li>• new known details that may require adaptations</li> </ul> <p>This information may be collected manually and/or accessed via electronic systems.</p> <p>Learners are able to produce coaching session plans for a range of swimming strokes and skills.</p> <p>Strokes are:</p> <ul style="list-style-type: none"> <li>• butterfly</li> <li>• backstroke</li> <li>• breaststroke</li> <li>• front Crawl</li> </ul> <p>Skills are:</p> <ul style="list-style-type: none"> <li>• starts</li> <li>• turns</li> <li>• underwaters</li> <li>• finishes</li> <li>• relay takeovers</li> </ul>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
10. Plan for coaching sessions <i>(continued)</i>	10.2 Produce safe and inclusive coaching session plans <i>(continued)</i>		<p>Coaching Session plans to include:</p> <ul style="list-style-type: none"> <li>• coach preparation (session and athlete information) including athlete needs and goals in relation to OADF, aims and objectives, equipment</li> <li>• session brief</li> <li>• pre-pool activity (RMAP);</li> <li>• warm Up</li> <li>• sets of work (i.e. prep. set, main set, kick set, pull set;) including coaching points, methods to motivate athletes, timing of activities</li> <li>• swim down</li> <li>• post pool activity</li> <li>• session debrief</li> <li>• three roles/responsibilities for the assistant coach/support staff</li> <li>• generic and dynamic risk assessment including contingency plans</li> </ul> <p>Learners understand that session plans may need to be adapted for the inclusion of para athletes.</p> <p>Adaptations will be determined by the level of impairment. Impairment groups are as follows:</p> <ul style="list-style-type: none"> <li>• visual</li> <li>• physical</li> <li>• intellectual</li> </ul> <p>Note: these coaching sessions plans will be delivered 'off-course' and will require a witness statement from an appropriate individual (i.e. Club Chair/Head Coach) to confirm that delivery has taken place.</p>

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Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
11. Deliver coaching sessions	11.1 Deliver planned coaching sessions	<p>Deliver at least two planned coaching sessions to the 'Future Performance Development' athlete</p> <p>Learners must demonstrate all coaching tasks as listed in the key learning content</p> <p>All sessions must:</p> <ul style="list-style-type: none"> <li>• be at least 60 minutes in duration</li> <li>• include at least four athletes</li> </ul> <p>At least one session must:</p> <ul style="list-style-type: none"> <li>• be delivered to two or more lanes</li> <li>• include the direction and supervision of an Assistant Coach</li> </ul>	<p>Learners can demonstrate:</p> <ul style="list-style-type: none"> <li>• a professional demeanour (e.g. dress appropriately, positive first impression)</li> <li>• facilitation of a clear session brief and debrief</li> <li>• demonstrate and articulate own coaching philosophy, to develop OADF character attributes</li> <li>• delivery of appropriate pre pool (RMAP) and post pool activities</li> <li>• engagement with each individual athlete in a safe and inclusive manner</li> <li>• effective time management of session</li> <li>• appropriate motivational techniques</li> <li>• accurate explanations, technical coaching points and demonstrations</li> <li>• coaching of a range of swimming strokes and skills a minimum of two strokes and two skills</li> <li>• observe and analyse athlete performance and provide feedback and implementation of methods to correct individual faults in swimming strokes and skills</li> <li>• use of data, including feedback, to adapt activities appropriately;</li> <li>• teamwork when working with others across the coaching environment</li> <li>• leave the venue and equipment in a condition acceptable for future use</li> <li>• review of the session with athletes and Assistant Coach</li> </ul>
	11.2 Demonstrate safe delivery of planned coaching sessions	<p>Demonstrated safe delivery of planned coaching sessions</p> <p>Learners must have adhered to the following during the two coaching sessions:</p> <ul style="list-style-type: none"> <li>• current UK legislation</li> <li>• industry guidelines</li> </ul> <p>Demonstrated dynamic risk assessments to maintain the safety of self and others throughout the sessions</p>	<p>Learners can demonstrate safe delivery when coaching to ensure the safety and well-being of athletes for example adhering to:</p> <ul style="list-style-type: none"> <li>• current UK legislation</li> <li>• industry guidelines</li> <li>• Normal Operating Procedures (NOP) and Emergency Action Plans (EAP) where appropriate</li> <li>• safe use of equipment</li> <li>• appropriate activities/practices for the athletes</li> <li>• appropriate duty of care and safeguarding</li> </ul> <p>Learners are able to complete dynamic risk assessment when delivering coaching sessions to identify potential hazards and change their response by changing the following:</p> <ul style="list-style-type: none"> <li>• activities to meet the athlete's needs</li> <li>• appropriate use of safety and protective equipment</li> <li>• appropriate athletes support</li> <li>• appropriate duty of care to athletes</li> <li>• appropriate compliance with relevant legal responsibilities</li> </ul>

Learning outcomes The Learner will be able to...	Assessment criteria The Learner can...	Assessment requirements The Learner has...	Key learning content The Educator ensures that...
11. Deliver coaching sessions <i>(continued)</i>	11.3 Use effective communication skills when coaching session	Used three verbal and three non-verbal communication skills from the list in the key learning content with two different individuals <ul style="list-style-type: none"> <li>• one individual is classed as an athlete</li> <li>• the other is classed as an Assistant Coach or support staff member</li> </ul>	Learners are able to communicate verbally and non-verbally respecting equality and diversity with a range of individuals including athletes.  Verbal communication: <ul style="list-style-type: none"> <li>• volume</li> <li>• tone</li> <li>• language</li> <li>• accurate terminology</li> <li>• coaching points</li> <li>• questioning</li> <li>• active listening</li> </ul> Non-verbal communication: <ul style="list-style-type: none"> <li>• gestures</li> <li>• body language (including facial expressions)</li> <li>• demonstrations</li> <li>• visual aids</li> </ul>
	11.4 Use positive behaviour strategies when coaching sessions	Used two positive behaviour strategies from the list in the key learning content with athletes	Learners are able to use a range of positive behaviour strategies to support athlete's physical and emotional needs to create a positive coaching environment.  The positive behaviour strategies include: <ul style="list-style-type: none"> <li>• assessing athlete readiness for the session</li> <li>• develop rapport</li> <li>• setting and agreeing goals</li> <li>• praise</li> <li>• positive reinforcement</li> <li>• recognition of achievement</li> <li>• exemplary customer service e.g. problem solving, discretion, suitable language</li> <li>• manage and influence stakeholders to create a positive environment</li> <li>• maintain regular communication with athletes</li> </ul>
	11.5 Demonstrate behaviour management skills when coaching sessions	Used two behaviour management skills from the list in the key learning content when coaching sessions	Learners know how to use behaviour management skills suitable to the coaching environment and athlete needs.  Behaviour management skills include: <ul style="list-style-type: none"> <li>• setting rules</li> <li>• managing expectations</li> <li>• consistency of approach</li> <li>• managing conflicts</li> <li>• athlete sanctions</li> </ul>

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<b>Learning outcomes</b> The Learner will be able to...	<b>Assessment criteria</b> The Learner can...	<b>Assessment requirements</b> The Learner has...	<b>Key learning content</b> The Educator ensures that...
11. Deliver coaching sessions <i>(continued)</i>	11.6 Implement adaptations and personalised learning theories to meet needs of athletes	Implemented an adaptation to meet the needs of two different athletes  Implemented a personalised learning theory to meet the needs of two different athletes	Learners apply personalised learning theories and use their professional judgement to implement suitable adaptations to meet the needs of individual athletes.  They understand the importance of adapting to meet both the physical and emotional needs of athletes to support the individuals' progress and to create an inclusive environment. Learners know when to refer to swimming coaching colleagues when outside of own professional boundary.  The following are examples of learning theories: <ul style="list-style-type: none"> <li>• positive reinforcement, including repetition and positive feedback</li> <li>• athlete involvement (e.g. problem solving)</li> <li>• athlete centred approach (e.g. adapting the activity)</li> </ul> A change in the needs of athletes, may include the following: <ul style="list-style-type: none"> <li>• illness or injury</li> <li>• lack of sleep</li> <li>• lack of fuel</li> <li>• fatigue</li> <li>• overtraining/overreaching</li> <li>• sudden or excessive stress/anxiety</li> <li>• athlete is a higher or lower level than other athletes in the session</li> <li>• para athletes</li> </ul> Adaptations may include the following: <ul style="list-style-type: none"> <li>• change in coaching practice/activity to meet the needs of the athlete</li> <li>• change in session duration or frequency</li> <li>• adapting coaching and leadership style</li> </ul>

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<b>Learning outcomes</b> The Learner will be able to...	<b>Assessment criteria</b> The Learner can...	<b>Assessment requirements</b> The Learner has...	<b>Key learning content</b> The Educator ensures that...
11. Deliver coaching sessions <i>(continued)</i>	11.7 Supervise and instruct an Assistant Coach	Supervised and instructed an Assistant Coach in a coached session, covering the following: <ul style="list-style-type: none"> <li>• brief them before the session</li> <li>• ensure they carry out their roles and responsibilities</li> <li>• provide feedback on their performance including recommendations to support their future development</li> </ul>	Learners understand and are able to supervise and instruct an Assistant Coach in the following ways: <ul style="list-style-type: none"> <li>• ensure they have undertaken appropriate checks to work in the role (e.g. DBS)</li> <li>• brief them before the session</li> <li>• ensure they are managed appropriately to carry out their roles and responsibilities</li> <li>• provide feedback to positively reinforce and maintain good practice</li> <li>• provide developmental feedback including recommendations to opportunities to support future development</li> <li>• duty of care</li> </ul>
12. Evaluate coaching sessions	12.1 Complete an evaluation of own coaching performance	Completed one evaluation of the coached sessions  The evaluation must include: <ul style="list-style-type: none"> <li>• coach performance areas as listed in the key learning content</li> <li>• one strength and area for development for each of the listed performance areas</li> </ul>	Learners can undertake self-evaluation and understand the importance of how their evaluation can help to improve their future session planning and coaching delivery.  When considering strengths and areas for development, the following areas should be considered: <ul style="list-style-type: none"> <li>• programme planning considering alignment to organisation objectives</li> <li>• session management (e.g. Safety, behaviour, time)</li> <li>• own behaviour during the session (i.e. interaction with others and OCDF behaviours)</li> <li>• deployment of assistant coach</li> <li>• coaching practices and activities</li> <li>• adaptations for athlete needs</li> <li>• communication skills</li> <li>• feedback and instruction</li> </ul>

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<b>Learning outcomes</b> The Learner will be able to...	<b>Assessment criteria</b> The Learner can...	<b>Assessment requirements</b> The Learner has...	<b>Key learning content</b> The Educator ensures that...
12. Evaluate coaching sessions <i>(continued)</i>	12.2 Complete an evaluation of an athlete's performance	Completed one performance evaluation of a 'Future Performance Development' athlete  The performance evaluation must include: <ul style="list-style-type: none"> <li>• athlete performance as listed in the key learning content</li> <li>• strengths and areas for development</li> <li>• goals</li> <li>• opportunities for progression</li> </ul>	Learners understand the importance of and can undertake performance evaluations of athletes that they have coached to help improve their future swimming performance.  When considering strengths and areas for development, the following areas of athlete performance should be considered: <ul style="list-style-type: none"> <li>• achievement of session aims/objectives</li> <li>• athlete behaviour during the session (i.e. Interaction with coaching team and OADF behaviours)</li> </ul> Below are examples of goals and progression opportunities for future sessions, other appropriate examples are accepted:  Goal examples: <ul style="list-style-type: none"> <li>• distance/time achievement</li> <li>• qualification/preparation for an event</li> <li>• make friends</li> <li>• athlete satisfaction</li> </ul> Progression opportunity examples: <ul style="list-style-type: none"> <li>• development camps/clinics</li> <li>• different club environments</li> <li>• other aquatic disciplines or linked sports</li> </ul>

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<b>Learning outcomes</b> The Learner will be able to...	<b>Assessment criteria</b> The Learner can...	<b>Assessment requirements</b> The Learner has...	<b>Key learning content</b> The Educator ensures that...
13. Plan for professional development	13.1 Complete an Individual Development Plan	Completed an Individual Development Plan, which included: <ul style="list-style-type: none"> <li>• an expression of own coaching motivations related to reasons for coaching and what they are trying to achieve</li> <li>• an explanation of how to further develop own coaching philosophy</li> <li>• three areas of personal development relating to OCDF</li> <li>• details of how the three areas will be achieved</li> <li>• what resources and/or support will be needed</li> </ul>	Learners understand the importance of personal/professional development and the impact this can have on the coach and athlete.  Learners know how to use OCDF to self-reflect on their knowledge, skills and abilities to identify areas for development.  Examples of personal/professional development include: <ul style="list-style-type: none"> <li>• improving preparation and delivery</li> <li>• increasing knowledge</li> <li>• developing communication skills</li> <li>• develop own coaching philosophy</li> <li>• ways to influence coaching swimming stakeholders</li> </ul> Learners know about a range of opportunities and resources that could be accessed for example: <ul style="list-style-type: none"> <li>• observing others coaches</li> <li>• working with an experienced mentor</li> <li>• further training and education</li> <li>• independent research</li> <li>• conferences and camps</li> </ul>



## 14 Contact points

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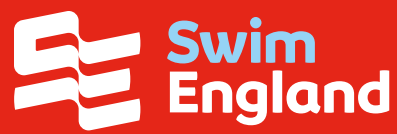
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