Swim England Qualifications

CIMSPA Endorsed | Professional Standards



SEQ **LEVEL 2**

in Teaching Swimming

SPECIFICATION

VERSION 2026/V2

Welcome to the SEQ Level 2 in Teaching Swimming Specification

About Swim England Qualifications

We develop market-leading qualifications for the aquatic industry.

As the awarding organisation for the national governing body for swimming in England, we aim to ensure our qualifications are high quality and reflect the latest industry developments.
Our qualifications are designed to:

- create a professional, high quality and diverse workforce
- equip individuals with real world know-how and skills for the next stage in their career development
- meet industry recognised standards and the needs of employers.

The full list of qualifications awarded by Swim England Qualifications can be found on the **Ofqual Register of Regulated Qualifications**, or via **Qualification Wales**.

Equal Opportunities

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



Table of Contents

1 Introduction to the qualification 4
1.1 Qualification summary 4
1.2 Qualification objectives 4
1.3 Who the qualification is for 5
1.4 Entry requirements 5
1.5 Recognition of Prior Learning (RPL) 5
1.6 Progression routes 5
1.7 Support and recognition 5
2 Qualification structure 7
2.1 Offering the Qualification 7
2.2 Assessment requirements 7
2.3 Re-assessment 9
3 Qualification units 10
3.1 How the qualification works 10
3.2 Achievement at level 2 10
Unit 1: Know how to deliver swimming lessons within a safe environment 11
Unit 2: Understand the knowledge required for teaching swimming 13
Unit 3: Understand the role of a Swimming Teacher 15
Unit 4: Plan swimming lessons 17
Unit 5: Deliver and evaluate swimming lessons 18
4 Delivery guidance 20
4.1 Recruitment and Enrolment 20
4.2 Delivery model 20
5 SEQ assessment approach 21
6 Quality Assurance and Oversight 21
7 Reasonable Adjustments and Special Considerations 22
8 Legal Requirements 22
9 SEQ policies and procedures 22
10 Contact us: 23

1 Introduction to the qualification

1.1 Qualification summary

Qualification Title:	**SEQ Level 2 in Teaching Swimming**
Ofqual Qualification Number:	**610/6710/6**
QiW Approval Number:	**C00/5354/4**
Qualification Level:	**2**
Registration Period:	**12 months from the first day of the course**
Total Qualification Time (TQT):	**50 hours**
Guided Learning Hours (GLH):	**38 hours**
Graded:	**Pass/Fail**

1.2 Qualification objectives

This qualification has been developed with industry and technical subject matter experts to develop an individual, to the industry professional standards, to be able to plan, deliver and evaluate safe, fun, progressive and inclusive swimming lessons.

To ensure that this qualification complies with current legislation and regulations towards the safeguarding of all children and the aquatic sport, SEQ uses the guidance provided within Swim England's 'Wavepower' safeguarding policy.

The aims of this qualification are to provide learners with an opportunity to develop and demonstrate their:

Knowledge of the practical elements of teaching swimming which includes:

- creating and maintaining a safe swimming environment
- understanding and teaching the different aquatics skills and strokes
- understanding the wider role and responsibilities of a swimming teacher
- being able to maintain professional boundaries.

Skills to be able to:

- teach the aquatic skills and strokes across the three ability groups
- prepare a scheme of work and lesson plans in a safe, fun, progressive and inclusive environment
- deliver swimming lessons, that can adapt, assess and progress the participant according to their needs and ability
- evaluate lesson and own performance and apply that knowledge to improve the delivery of future ongoing swimming lessons.

The learner also has an opportunity to develop their personal and transferable skills such as problem solving, communication and working in a team.

Upon successful completion, learners will achieve the following nationally recognised qualification:

- SEQ Level 2 in Teaching Swimming.

1.3 Who the qualification is for

This qualification develops the learner's knowledge and skills to support a career in teaching swimming and developing children and adults swimming skills. It is suitable for learners who are already working within the leisure industry and wish to develop their skills, or those with no prior experience who wish to start / restart their career in teaching swimming.

This qualification could appeal to those who are looking for flexibility and work around their available hours, such as parents and childcare commitments, students with their study timetable, or those interested in pursuing a career in the leisure industry.

Learners already working within a leisure industry could find this qualification suitable to progress their career, expand their scope of practice, support their employer with a role in the workplace, or have an opportunity for personal growth and engagement in learning.

1.4 Entry requirements

Learners must be 16 years of age or older on the course start date.

1.5 Recognition of Prior Learning (RPL)

Learners may apply for recognition of prior learning (RPL) where they can provide evidence of relevant work experience, previous learning, or achievement that demonstrates knowledge, skills, and understanding aligned to the content of this qualification.

Where a learner applies for RPL, it is up to the Approved Training Centre to map the evidence against this qualification or units where applicable to confirm that the standard of achievement against the learning outcomes has been met and to provide SEQ with this evidence so that RPL may be conferred.

1.6 Progression routes

This qualification provides a pathway for professional growth within the aquatics, sport, and leisure sectors.

Learners can progress from this qualification to more niche opportunities within teaching, such as:

- SEQ Level 2 Teaching Swimming to Babies and Toddlers
- SEQ Level 2 Outdoor Swimming Leader

Or a qualification that can lead to a supervisory or managerial role within swim programmes:

- SEQ Level 3 Managing Learn to Swim Programmes

1.7 Support and recognition

The SEQ Level 2 in Teaching Swimming qualification has industry support from:

- Our Qualification Review Working group (QRWG) who have fully supported the design and development of this qualification and its assessment approach. The QRWG is made up of technical experts from the industry in various roles, such as tutors and / or assessors, an Approved Training Centre or Employer
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) have fully endorsed this qualification against their 'Swimming Teacher (occupation)' professional standard and have awarded 10 CIMSPA CPD points. The role of the Swimming Teacher as defined within the professional standard is to:
    - introduce, develop and refine all aquatic skills and four swimming strokes, across all three ability groups

- plan and prepare a series of lessons and individual lessons across all three ability groups
- evaluate their own performance as well as participant performance identifying areas of future development
- provide participants with opportunities to experience and develop aquatics skills across a range of aquatics pathways
- adapt swimming lessons to meet the range of participants needs and environment they are working within
- work with other staff within the swimming teaching environment
- provide high levels of customer care and engagement and will assist with any customer feedback.

2 Qualification structure

The SEQ Level 2 in Teaching Swimming qualification consists of the following units:

SEQ Level 2 in Teaching Swimming			
Unit Number	**Unit title**	**GLH**	**Assessment requirements**
1	Know how to deliver swimming lessons within a safe environment	5.5	1 Multiple-choice test
2	Understand the knowledge required for teaching swimming	18.5	
3	Understand the role of a Swimming Teacher	1.5	
4	Plan swimming lessons	7	1 Scheme of work 3 Lesson plans
5	Deliver & evaluate swimming lessons	5.5	6 Observations 1 Self-evaluation 1 Personal Action Plan

This qualification comprises of 5 units. All units are mandatory, and the learner must pass all 5 units to achieve this qualification.

The units can be delivered in any order; it is recommended that the knowledge elements are taught before the application of competency.

There are a total of 38 guided learning hours (GLH) and 50 total qualification hours (TQT).

This qualification is graded Pass/Fail.

2.1 Offering the Qualification

This qualification is only available through an SEQ Approved Training Centre (ATC). If you are a training provider or educational establishment and you wish to deliver and assess any of our national portfolio of approved qualifications, then please apply to become one of our Approved Training Centres by clicking here: **Become an Approved Training Centre**.

2.2 Assessment requirements

The assessment of this qualification is designed to be 'fit for purpose' against the learning being assessed. To ensure the best approach to assessment of knowledge and skills, the assessments have been broken down to Centre-led assessment of the competency skills element, and SEQ-led assessment for the objective testing of the knowledge elements. The SEQ-led assessment is in English. For the Centre-led assessment, all evidence produced by the learner must be their own, and in English.

Objective assessment

Units 1, 2 and 3, as shown in the qualification structure table above, are knowledge only and will be assessed together in one Multiple-Choice assessment. To pass these units learners must meet all learning outcomes.

The assessment is independently completed by the learner under exam conditions, in a secure room accessed only by those approved to be there. All Multiple-Choice assessments will be invigilated by an SEQ approved invigilator or where appropriate, by artificial intelligence using a webcam to monitor the learner.

Objective assessment format	
Unit(s) assessed:	Units 1, 2 & 3
Number of questions:	35
Duration:	1 hour
Pass mark:	60% (21 responses must be correct)
Delivery platform:	SEQ online platform - For learners requiring an access adjustment, please refer to our Reasonable Adjustment policy.
Venue:	When accessing our online platform on a digital device for assessment, allowing anytime flexible access at a location suitable for the learner (e.g. home, work, on course). Please contact SEQ to discuss the use of an alternative method for online access (if required). Please read our Special considerations policy for more details and how to apply for a particular alternative.
Digital device requirements:	The digital device must have a Webcam. Learners are required to request access to our sample assessment to ensure that successful access to the online platform is established when using a suitable internet browser plug-ins.

Competency assessment
Units 4 and 5, assess the practical competency element of this qualification. To pass these two units the learner must meet all assessment criteria.

To be deemed competent, the learner will undergo ongoing assessment by their tutor, and formal assessment and recognition of achievement by passing all the assessment criteria, which is evidenced as follows:

- complete a scheme of work and 6 lesson plans, from which 3 lesson plans will be put forward for formal assessment and must cover the three ability groups.
- learner delivers a minimum of six planned 30-minute lessons (3 hours in total) in a real-world environment, with real participants. Over the six lessons that are observed the learner must include:
    - participants from each of the three ability groups
    - a range of aquatic skills and strokes
    - five lessons must be with a minimum of 4 participants, one lesson with a minimum of 8 participants
- complete an evaluation and personal action plan.

Glossary

Ability group**:** Non-swimmer, Beginner and Improver
Strokes**:** breaststroke, backstroke, butterfly, front crawl
Aquatic skills**:** entries & exits, movement & propulsion, water confidence and water safety skills, submersion and breathing patterns, floatation, streamlining, rotation and orientation.

2.3 Re-assessment

To achieve this qualification, all learners must have achieved a pass against all four assessments, listed below, by the end of their course:

1. the multiple-choice assessment
2. creating three lesson plans and a scheme of work
3. delivering six lessons
4. completing a self-evaluation and personal action plan.

During the course, an ATC can plan for more than six observations, as long as the observation record being submitted has been taken from a minimum of six observations.

If a learner has not been able to fully demonstrate competency of all the observable (practical) assessment criteria, by the end of their course, then re-assessment is subject to the ATC's reassessment policy.

If a learner has not met the pass grade for the Multiple-Choice assessment, then while they are on their course, they will be able to take one re-sit, which is included as part of their course. Further re-sits can be taken during their course time, and these will be subject to the appropriate fee as listed on our website here Swim England Qualifications Policies.

3 Qualification units

3.1 How the qualification works

This qualification is made up of unit(s) representing a small block of learning focusing on a particular topic or area of study relevant to the qualification.

Each unit includes a:

1. Level – which indicates the unit difficulty
2. Total Qualification Time (TQT) – the total amount of time a typical learner would take to complete the different activities to demonstrate achievement of the learning outcomes of the whole qualification. TQT includes:
    a. guided learning hours (GLH), where the learner is under the immediate supervision of a tutor or other responsible person
    b. self-guided, preparation or other form of participation in education or training, including assessment.
3. Learning outcome – statement of our expectations of the learner and what the learner can expect to know, understand or do because of a process of learning. There are two main types of learning outcomes:
    a. Skills that can demonstrate competence of a specific activity or skill
    b. Knowledge that can be learned

    Each learning outcome is linked to several assessment criteria.
4. Assessment criteria – descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved
5. Indicative content – the scope of knowledge required to fulfil the assessment requirements and achieve the learning outcome; it also outlines the technical components of the programme.

3.2 Achievement at level 2

Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems.

It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

Unit 1: Know how to deliver swimming lessons within a safe environment

Unit description:

An effective Swimming Teacher needs to understand safe teaching practices and know the relevant Aquatics sector legislation and bodies who provide regulatory guidance and support.

This unit aims to introduce the learner to legislation on health and safety, safeguarding, equality, diversity and inclusion, and Data Protection. The learner will also be introduced to the relevant National Governing Bodies and organisations responsible for the development of sport and physical activities.

By the end of this unit the learner will understand how applying their knowledge of legislation and regulatory guidance can impact upon the delivery of safe teaching practices ensuring the safety of self and others.

Learning outcome *The learner will*	**Assessment criteria** *The learner can*	**Indicative content** *Expected content coverage*
1. Understand key legal and regulatory requirements for a Swimming Teacher	1.1 Describe how a Swimming Teacher would adhere to relevant legislation in the following areas: • Health & Safety in the workplace • Safeguarding of groups and individuals • Equality, Diversity and Inclusion (EDI) • Data protection.	Health and Safety • Pool Safety Operating Procedures (PSOP) • Risk assessment: dynamic hazard identification, pool walk, mitigation – environment, people, equipment, activities.
		Safeguarding • Duty of care, position of trust, safe supervision, loco parentis • Forms of abuse • Acting upon safeguarding concerns.
		EDI • Equality v Equity • Protected Characteristics.
		Data Protection (record keeping) • Implications of not following GDPR • Storing digital and paper best practice • Types of data retained, accessed and shared Or country equivalent.
2. Know how to maintain a safe working environment	2.1 Identify policies, procedures and components for maintaining a safe working environment.	Safe operating procedures (PSOP) • NOP (normal operating plan) • EAP (emergency action plan) • Manual handling & Risk assessment Health & Safety. Safeguarding. Swim England Wavepower (or equivalent). Data protection. Equality Diversity & Inclusion.
	2.2 Identify safety aspects of teaching: • From Poolside, and • In the water.	PSOP. Supervision ratios. National Governing Body (NGB) Best practice. Centre policies.

		Hazard identification and risk assessment.
	2.3 Explain the advantages and disadvantages of different types of equipment used in a swimming lesson.	Pool equipment. Teaching equipment. Fixed buoyancy equipment.
3. Know the aquatics sector bodies	3.1 Identify the sector bodies and guidance relevant to a Swimming Teacher.	Sector bodies: National Governing Bodies (NGB) • Home Counties (Swim England, Swim Ireland, Scottish Swimming, Swim Wales) • Chartered Institute for the Management of Sport & Physical Activity (CIMSPA) • Swimming Teachers Association (STA) • Royal Life Saving Society (RLSS), • Sport England • Aquatics GB • World Aquatics • Other countries equivalent Guidance: Safeguarding. Safe supervision. Health and safety.
Unit assessment guidance	Assessment of this unit is included within the multiple-choice assessment. There will be 9 questions from this unit.	
Unit delivery guidance	The venue environment must be conducive to learning, be an appropriate size for the cohort, with sufficient seating, desks, toilet facilities, heating and lighting. Consideration should be made to keep distractions such as noise, to a minimal.	
Unit resources	Illustrative examples could include: Educator learning resources. Audio-visual (AV) equipment and training aids to facilitate learning using varying teaching methods to meet learner needs. Range of Swimming Teaching equipment Access to safe and appropriate swimming facility (temperature and depth) Sufficient participants across all ability groups to achieve standard	

Unit 2: Understand the knowledge required for teaching swimming

Unit description:

An effective Swimming Teacher needs to understand the various aquatic pathways available to their participants, along with the technical knowledge to be able to teach a range of swimming skills, strokes and their scientific principles, to improve and progress a participant along and between an aquatic pathway.

This unit will introduce the learner to the skills required to deliver an effective and inclusive swimming lesson. Learners will gain an understanding of the various aquatics' pathways, how to adapt lessons to meet individual and group participant needs, how to assess and improve participants along the different stages of their aquatic journey, knowledge of physical literacy, stroke development, aquatic skills, and the underlying scientific principles that influence progression.

By the end of this unit, learners will gain an understanding of the value and importance of the aquatic journey and aquatic skills development.

Learning outcome *The learner will*	**Assessment criteria** *The learner can*	**Indicative content** *Expected content coverage*
1. Understand how to plan for a swimming lesson.	1.1 Describe the purpose of planning for: • A progressive scheme of work • An individual swimming lesson.	Understand the purpose of planning and how a scheme of work informs individual lessons to support a progressive aquatic swimming journey suitable to the participants needs.
	1.2 Describe the components of a lesson plan.	Components e.g. introduction, entry, warm up, main, contrasting, cool down, exit, conclusion.
2. Understand learn to swim pathways	2.1 Describe participant pathways within aquatics.	Pre-School Swimming. Learn to Swim inc. Adults. Other aquatic pathways e.g. Competitive swimming. School Swimming. Or other equivalent(s).
	2.2 Describe the importance of physical literacy within swimming.	Motivation, confidence, physical competence, knowledge & understanding, lifelong aquatic engagement.
	2.3 Identify ways to adapt a swimming lesson and progressive practices, to meet the needs of participants.	Adaptions to: • Equipment, activity, communication method • Participants • Adults Schools: • Individual needs.
	2.4 Explain how to assess and progress participants.	Initial and ongoing assessment.
3. Understand swimming skills and strokes	3.1 Outline aquatic skills relevant to swimming.	Aquatic skills that underpin acquisition of skills: • Entries and exits • Streamlining • Submersion and breathing patterns • Rotation and orientation • Floatation

		• Movement • Water confidence and water safety.
	3.2 Describe key features for each of the five component parts of the swimming strokes.	Component parts: • body position • leg action • arm action • breathing patterns • timing Swimming strokes: • Backstroke • Front crawl • Breaststroke • Butterfly
	3.3 Explain factors that can impact upon skill acquisition and participant progression, including: • Scientific principles • Stages of development and learning.	Influence of buoyancy, propulsion, resistance, impacting on participant progression/regression & development of acquisition of skills and strokes.
	3.4 State progressive practices of all aquatic skills and the four strokes across all three ability groups	Accepted practices and unacceptable practices as per NGB guidance
	3.5 Identify faults and corrective practices, for all swimming skills and strokes across all ability groups	Identify common faults, its cause and correction methods
Unit assessment guidance	Assessment of this unit is included within the multiple-choice assessment. There will be 20 questions from this unit.	
Unit delivery guidance	The venue environment must be conducive to learning, be an appropriate size for the cohort, with sufficient seating, desks, toilet facilities, heating and lighting. Consideration should be made to keep distractions such as noise, to a minimal.	
Unit resources	Illustrative examples could include: Educator learning resources Audio-visual (AV) equipment and training aids to facilitate learning using varying teaching methods to meet learner needs Teaching equipment: Toys, floating and submersible Access to safe and appropriate swimming facility (temperature and depth) Sufficient participants across all ability groups to achieve standard	

Unit 3: Understand the role of a Swimming Teacher

Unit description:

The role of a Swimming Teacher goes beyond delivering swimming lesson, to include how their interactions with all stakeholders, and not simply the participant, impact upon the organisation they represent and in providing an overall positive swimming experience that encourages a lifelong passion with swimming for all.

This unit will introduce the learner to the knowledge behind delivering safe and effective swimming practices, maintaining records, evaluating performance, collaborating with others such as colleagues, parent/guardians and listening to, acting upon and reporting back on feedback.

By the end of this unit the learner will understand the relationship and value of providing a safe, fun, progressive and inclusive swimming lesson that develop confident swimmers, participant retention and lifelong participation

Learning outcome *The learner will*	**Assessment criteria** *The learner can*	**Indicative content** *Expected content coverage*
1. Understand the role and responsibility of a Swimming Teacher.	1.1 Identify the role and responsibilities of: • a Swimming Teacher including their professional boundaries • other staff within the swimming environment.	• Delivery e.g. teach, develop, adapt. • Administration e.g. record keeping, evaluating performance. • Safety e.g. reporting; dynamic risk assessment; water safety practices, working with others in an emergency • Teaching Performance e.g. communication; working with others • Ambassador for employer e.g. customer service, retention, follow code of conduct • Personal qualities e.g. appearance, behaviour, time keeping, respectful, honest, positive, fun • Maintain professional standards and knowledge e.g. CPDs, NRASTC, keeping skills up-to-date • Self-evaluation (of own delivery and performance) Scope of role and professional boundaries e.g. limitations of own role; responsibilities of working with others.
	1.2 Describe the role of the Swimming Teacher in supporting participant retention.	Promoting Physical literacy, healthy lifestyle, enjoyment & fun. Progression/development. Signposting to other programmes. During programmes: • One-to-One • Intensive, specialist, advanced lessons • Inclusive program • Awards/certificates other recognition.
	1.3 Describe the Swimming Teacher's role in: • providing customer care and engagement, and	Others are: • Participants • Non-participants *e.g. parent, guardian. Swim teacher* Types of feedback: verbal, written, other Reflection on and how to act upon feedback.

	• importance of reporting and acting upon feedback from others.	Understanding organisational processes for reporting and acting upon feedback Consequences of not reporting positive and negative feedback, customer care and engagement and role in customer journey.
2. Know your professional boundaries when providing mental health support	2.1 Describe key concepts related to mental health.	• Mental health • Mental wellbeing • Mental health problems.
	2.2 Recognise professional boundaries and identify which specialists can provide additional health and wellbeing support.	
	2.3 Describe how to provide relevant support to an individual struggling with their mental health.	• Immediate support a Swimming Teacher can offer • Process for signposting to professional support services.
	2.4 Identify strategies for maintaining personal mental health and wellbeing.	
Unit assessment guidance	Assessment of this unit is included within the multiple-choice assessment. There will be 6 questions from this unit.	
Unit delivery guidance	The venue environment must be conducive to learning, be an appropriate size for the cohort, with sufficient seating, desks, toilet facilities, heating and lighting. Consideration should be made to keep distractions such as noise, to a minimal.	
Unit resources	Illustrative examples could include: Educator learning resources Audio-visual (AV) equipment and training aids to facilitate learning using varying teaching methods to meet learner needs Teaching equipment: Toys, floating and submersible Access to safe and appropriate swimming facility (temperature and depth) Sufficient participants across all ability groups to achieve standard	

Unit 4: Plan swimming lessons

Unit description:

Planning swimming lessons that are safe, fun, progressive, inclusive and appropriate to their participants needs, is the core role of a Swimming Teacher. The learner will develop their ability to create schemes of work and associated lesson plans with clear aims and objectives for each lesson.

This unit requires the learner to be able to plan swimming lessons for a single or a series of lessons that can be adapted to meet the needs of the participants of all ability groups, that are delivered to either individuals or the whole class. The learner will reflect upon the knowledge gained from the previous 3 units and apply that knowledge to create a scheme of work and six lesson plans that meet the three different ability groups. The lesson plans need to consider the participants current abilities, activities to meet goals and the support and guidance that they will require to progress along their appropriate swimming pathway.

By the end of the unit the learner will be able to produce a scheme of work and adaptive lesson plans across all three ability groups, that meet the needs of diverse participants.

Learning outcome *The learner will*	**Assessment criteria** *The learner can*	**Indicative content** *Expected content coverage*
1. Know how to prepare swimming lesson plans for all **three** ability groups.	1.1 Plan a scheme of work.	Progress over time: e.g. distance (5m-10m), time, part of BLABT, difficulty of activity, equipment.
	1.2 Prepare individual swimming lesson plans across all three ability groups	Preparation of lesson, ability level: non-swimmer, beginner, improver, area/depth etc • Objectives • Inclusive progressive practices of all skills and strokes • Warm up, main & contrasting activities • Teaching area • Appropriate teaching points • Equipment (collection, organisation) • Collecting and returning participants • Adapting teaching methods to participant needs (Ability/SEND/LTHC; differentiation/scaffolding; educational; cultural; fears and phobias • Hazard, risk assessments and mitigation (including environment, people and equipment) • Organisation methods
Unit assessment guidance	Learners are required to complete a scheme of work and 6 lesson plans, from which 3 lesson plans will be put forward for formal assessment (across all ability groups)	
Unit delivery guidance	The venue environment must be conducive to learning, be an appropriate size for the cohort, with sufficient seating, desks, toilet facilities, heating and lighting. Consideration should be made to keep distractions such as noise, to a minimal	
Unit resources	Illustrative examples could include: Educator learning and assessment resources Audio-visual (AV) equipment and training aids to facilitate learning using varying teaching methods to meet learner needs.	

Unit 5: Deliver and evaluate swimming lessons

Unit description:

Successful Swimming Teaches understand how legislation, swimming technical skills and knowledge, their role when working with others and planning, can impact upon delivering safe, fun, progressive and inclusive swimming lessons appropriate to the needs of non-swimmers, beginners and improvers.

This unit provides the learner with an opportunity to demonstrate their knowledge, skills and behaviours in a real-world environment, delivering swimming lessons that are adaptable and meet the needs of their participants. This unit also requires the learner to reflect upon their skills and to evaluate their own performance as a Swimming Teacher and create an action plan for continuous professional development.

By the end of the unit the learner will be able to deliver safe, effective, and progressive swimming lessons tailored to all ability groups with constructive feedback for participants to progress and succeed on their swimming journey. They will also be able to evaluate the effectiveness of their own performance and identifying areas for continuous improvement along their own teaching swimming journey.

Learning outcome *The learner will*	**Assessment criteria** *The learner can*	**Indicative content** *Expected content coverage*
1. Be able to deliver safe and effective swimming lessons.	1.1 Demonstrate the effective delivery of six **planned** 30-minute individual swimming lessons across the three ability groups.	• Deliver six swimming lessons • Preparation for lesson delivery e.g. briefing other team members, setting up equipment, at teaching station promptly. • Apply adaptations across all groups, skills and strokes • Problem solve and use own initiative • Effective time management including maximising active movement time. • Effective verbal/non-verbal communication with participants, responsible adults, other swimming teachers and/or helpers • Supervise assistant/helper • Teamwork with swim team: e.g. other teachers; lifeguards/poolside supervisor; swim manger/coordinator, receptionist, first aiders • Professional boundaries • Feedback during lessons • Accurate demonstrations of skills and strokes from recommended teaching positions • Effective lesson management including behavioural strategies, organisation and teaching methods • Engagement, rapport and safety of participants • Teaching progressive practices for aquatic skills and strokes • Analyse aquatic skills and strokes, and determine the relevant fault(s) • Demonstrate suitable corrective practices for all aquatic skills and strokes

		• Professional manner e.g. customer care and engagement, positive body language, appearance, time management • Safe teaching practice from poolside and in water, including manual support • Safe use of equipment, including set up, storage, adhering to manufacturers' guidelines and manual handling techniques • Taking appropriate action to deal with identified hazards • Adhering to relevant legal and regulatory policies and procedures.
2. Know how learning and development activities can improve own performance.	2.1 Carry out a self-evaluation following the delivery of each lesson.	Areas to consider strengths and improvement: • Managing (including safety and time) • Working with others • Teaching/assessment • communication • activities/practices • planning • adaptation
	2.2 Produce a personal action plan.	Self-reflect on own knowledge, skill, abilities and identify short term and long areas for improvement.
Unit assessment guidance	Learner is observed by an approved assessor, delivering a minimum of six planned 30-minute lessons (3 hours in total) in a real-world environment, with real participants across the range of non-swimmer, beginner and improver ability groups. Over the six lessons that are observed the learner must include: ○ participants from each of the three ability groups ○ a range and progression of aquatic skills and strokes ○ five lessons must be with a minimum of 4 participants, one lesson with a minimum of 8 participants An observation record must be maintained and updated with each observation. It should clearly identify which standards have been met with supporting evidence of how this was achieved. Where a standard has been met, it should be demonstrated across subsequent lessons.	
Unit delivery guidance	Observation of the learner must be face to face, in a real-world environment with real participants. A minimum of 6 lessons must be observed. The venue environment must be conducive to delivering a lesson, be an appropriate size for the participants with suitable safe facilities that meet the required temperature, depth and lighting requirements. Consideration should be made to keep distractions such as noise, to a minimal. Up to 12 learners can be observed per assessor	
Unit resources	Illustrative examples could include: Teaching equipment: Toys, floating and submersible Access to safe and appropriate swimming facility (temperature and depth) Sufficient participants across all ability groups to achieve standard Educator learner resource.	

4 Delivery guidance

To ensure fairness and comparability in the delivery of our qualifications between our ATCs (Approved Training Centres), SEQ provides the following guidance around recruitment, delivery and our quality assurance model for delivering SEQ qualifications. Please note, specific delivery and resource guidance for this qualification is provided in the relevant unit within Section 3.

4.1 Recruitment and Enrolment

The ATC is responsible for the recruitment and selection of the learners by providing them with qualification and course advice and guidance prior to registering them onto a course.

When registering learners, you are reminded to follow our SEQ Learner Existence and Eligibility check to identify and verify the learners. Learners who have been registered should receive a full induction, including initial assessment, as part of onboarding them onto the course. Any relevant prior learning must be considered and to manage the learners' expectations of their commitment to the course, along with any legal requirements, such as safeguarding and health and safety. The learning programme and delivery should ensure learners can practice their skills and apply the knowledge gained from the programme.

ATCs are advised to inform SEQ as soon as they have registered, or become aware of, any learner requiring a reasonable adjustment to allow time, where possible, to put the required adjustment in place. For more information on our policies please see Section 9 in this specification.

4.2 Delivery model

To ensure parity of quality, subject knowledge and practical experience between Educators delivering our qualifications, ATCs can only use:

- Swim England approved licensed educator workforce
- Educators who have maintained their occupational competency

A variety of delivery models are available, which can either be consecutively delivered over several days or over a period of weeks. The course can be delivered fully face to face in a classroom and real work environment or blended with some online modules.

5 SEQ assessment approach

Assessment of SEQ qualifications can be both Centre-led, where they have been set, with prior approval, by the ATC or Awarding Organisation led where they have been set by SEQ.

Specific qualification assessment guidance has been provided within section 2 and section 3 of this specification. SEQ assessments are accessed either via our secure online platform, or from the ATC / educator.

SEQ qualifications are graded Pass / Fail, unless otherwise stated and will at a minimum, assess all learning outcomes. The terms Pass / Fail, are defined as follows:

- Pass – The learner has demonstrated that all required learning outcomes and associated assessment criteria have been fully met to the specified standard. Evidence shows that the learner can apply their knowledge and skills reliably and appropriately.
- Fail – The learner has not yet met one or more of the assessment criteria and has not provided sufficient evidence to achieve the required standard. A Fail indicates that reassessment is required, and the learner must retake the assessment tasks that were not achieved.

6 Quality Assurance and Oversight

6.1 Course delivery

To ensure that SEQ's standards for qualification delivery is maintained, including educators having the required skills, knowledge and experience to deliver our qualifications, only licenced Swim England Educators can deliver an SEQ qualification.

All licensed educators receive periodic upskill and standardisation training that is personalised for each of our qualifications, educators are also required to maintain their continuous professional development (CPD) in occupational competency. Thereby assuring that standards are met and that the delivery of all our qualification is done so in an equal, fair and inclusive manner to all learners regardless of the Approved Training Centre that they have been registered with.

Oversight and quality assurance is managed by conducting periodic observations of the educators on course to monitor quality of course planning, preparation and delivery. This also includes verifying the resources, timekeeping, class management, venue and gathering learner feedback on their thoughts of the course, environment and tutor.

6.2 Reliability of assessment

To assure the integrity and reliability of the assessment of all our accredited qualifications, SEQ will monitor and carry out reliability analysis before results are approved and issued to learners.

Internally set, Centre-devised assessments not using SEQ assessment templates, are required to gain approval from SEQ to ensure that their assessments meet the same standards as those assessment materials provided by SEQ. Once the learner has sat and completed all their assessments the ATC is required to carry out their internal verification process, which is followed up by a robust sample monitoring process carried out by an SEQ appointed external verifier.

Assessments delivered externally by SEQ using our online platform are designed and developed with assessment reliability checks built in and that are fit for the purpose of each assessment.

7 Reasonable Adjustments and Special Considerations

SEQ complies with the Equality Act and conditions from our regulators regarding fair assessment. Candidates can request alternative access due to a short-term or long-term indisposition. Details on how to request Reasonable Adjustments and Special Considerations are available on the Swim England Qualifications website.

7.1 Access arrangements & reasonable adjustments

Access arrangements allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries, to access an assessment.

The purpose behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity and demand of the assessment, and that the adjustment can be reasonably delivered by SEQ or its Approved Training Centre.

7.2 Special consideration

A special consideration addresses circumstances specific to an individual exam, which are outside of the candidates control and which may have had an impact upon their exam performance.

8 Legal Requirements

Approved Training Centres are responsible for ensuring:

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

9 SEQ policies and procedures

SEQ ensures fair and equitable treatment for all our stakeholders by having transparency and access to our policies.

Use the link below to find out more about how we manage:

- Conflicts-of-Interest
- Malpractice
- Complaints
- Enquiries and appeals and much more
- Reasonable adjustments and Special considerations and more

Swim England Qualifications Policies

10 Contact us:

Swim England Qualifications
Pavilion 3
SportPark
3 Oakwood Drive
Loughborough University
LE11 3QF

T: 01509 640 493
E: info@swimenglandqualifications.com
W: swimenglandqualifications.com

Copyright
All rights reserved. The content of this publication is, unless otherwise indicated, © of Swim England and may not be reproduced, translated or distributed in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission obtained in writing from Swim England.

Publication
Every effort has been made to ensure that the information contained in this publication is true and correct at the time of publishing. However, Swim England Qualifications products and services are subject to continuous development and improvement, and the right is reserved to change these products and services from time to time. Swim England Qualifications cannot accept liability for the loss or damage arising from the use of information in this publication.

Swim England Qualifications

Pavilion 3, SportPark, 3 Oakwood Drive, Loughborough University Leicestershire LE11 3QF
Tel: 01509 640493 | swimenglandqualifications.com | info@swimenglandqualifications.com

Swimming Qualifications @SE_Quals swimengland

09/2025