



DEVELOPMENT  
PROGRAMME

# FINA COACHES CERTIFICATION PROGRAMME

COACH LEVEL  
CURRICULUM (L2)



## **Welcome to the FINA Coaches Certification Programme - Coach Curriculum (L2)**

### **About FINA**

The Fédération Internationale de Natation, FINA (founded in 1908) is the governing body for aquatics worldwide. Its five disciplines - Swimming, Open Water Swimming, Diving, Water Polo and Artistic Swimming - are all included in the Olympic programme. High Diving is on the World Championships programme since 2013.

FINA organises World Championships, World Swimming Championships in 25m-pool and World Masters Championships every two years. FINA counts 209 affiliated National Federations on the five continents and has its headquarters in Lausanne (SUI).

This Certificate has been developed through collaboration and partnership with Institute of Swimming, to ensure it is fit for purpose for Swimming Coaches and the swimming industry.

The certificate will be reviewed on a regular and systematic basis, with updates being made if the needs of swimming and the role of a Swimming Coach changes.

We hope you enjoy the experience

**Fédération Internationale de Natation**

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## About the FINA Swimming Coach Certificate (L2)

Title: FINA Swimming Coach Curriculum (L2)

Certification validity: 48 months

Certificate time: 60 hours

- Online Learning: 20 - 25 hours
- Face to Face Course: 40 hours over 5 days

Operational start date: 1<sup>st</sup> May 2018

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## Publication

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## **Outline of the Certificate**

The FINA Swimming Coach Certificate (L2) is a practical certificate, which develops the knowledge, skills and abilities needed to be a Swimming Coach. The delivery of the certificate is flexible with the National Federation able to choose the timing. The certificate will always be based on a first phase on-line, and a second phase face to face course. The assessment of the certificate is prescribed.

All aspects of the certificate are compulsory. The certificate must be delivered and assessed in English. This certificate is made up of a series of learning outcomes and assessment criteria. Assessment is through the completion of a series of tasks set by FINA. The accuracy of the assessment is verified using FINA quality assurance procedures.

## **Learner entry requirements**

There are no formal entry requirements for this qualification and learners are not required to have any prior experience of coaching. Learners must be at least 18 years of age at the point of registration of this certificate.

## **Learning Programme and Delivery**

The FINA Swimming Coach Certificate (L2) is delivered and assessed in approximately 60 hours. If a learner has significant experience in relevant aspects of the certificate then these hours may be less and again there may be learners who require more time. This should be determined by the National Federation prior to the start of the course.

The National Federations are responsible for the recruitment of learners and they must ensure that appropriate information and advice about the certificate is offered, so that the learner has realistic expectations and is likely to achieve. It is recommended that learners complete an initial assessment prior to starting their learning programme. This ensures that any prior learning can be recognised, any support needs identified and that the aspirations of the learner are understood. Some learners may already have the knowledge, skills and abilities to achieve the qualification from their previous experiences. The extent of their knowledge, skills and abilities should be ascertained by the training organisation during enrolment.

Learners should also receive an induction to identify expectations as well as ensure understanding of any safeguarding and health and safety requirements. The learning programme and delivery should ensure learners have the opportunity to practice their delivery skills and put the learning from the programme into practice.

The Certificate is designed to prepare the learner for coaching duties in a swimming environment. Special attention should be paid to skills such as professional behaviour,



appearance and language and tutors should encourage high standards and expectations at all times.

### **Assessment**

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to achieve the stated assessment criteria.

To achieve this certificate:

- All learning outcomes must be covered
- All assessment criteria must be achieved
- All evidence produced by the learner must be their own, and in English.

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. Assessors should check that the learner work is authentic. FINA produce resources to assess the certificate. It is compulsory to use these resources, which are issued by FINA via the National Federation.

Assessment is made up of a series of component parts:

1. Theoretical questions. Please note these questions will change during the life of the Certificate
2. Observation record
3. Session plans including a plan for RMAP and post pool activities
4. Session evaluations
5. Stroke and skill analysis
6. Action plan and review record

These documents can only be accessed via the National Federation. This will ensure accuracy of the materials and maintenance of standards over time. This certificate is not graded. 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.

### **Certification equivalence**

This document sets the standards of equivalence for all the FINA National Member Federations that deem to accredit their Coaches Certification course. Those

Federations interested will have to submit the Curriculum of Competencies to FINA accordingly.

### **Quality Assurance**

FINA implements a series of quality assurance procedures through its partners to ensure that FINA certificates are reliable, valid and fit for purpose.

All FINA Coaching Certificates are reviewed annually and any modifications will be communicated through appropriate communication to the National Federations.

### **Resources**

The National Federations are responsible for ensuring learning takes place in a safe and effective environment, to include all on course learning and assessment materials.

### **Legal Requirements**

The National Federations are responsible for ensuring all legal requirements associated with the delivery and assessment of the Certificate are adhered to, including:

- Ensuring the learning environment is safe for all learners and that risk assessments are in place and health and safety is responsibly managed
- Ensuring that all aspects of the Data Protection are met and that confidentiality is maintained as required
- Ensuring that learners are able to progress in a respectful environment free from bullying and harassment
- Ensuring that all safeguarding requirements are met.

### **National Federation and session Requirements**

The National Federations are responsible for ensuring that the requirements specified at the FINA Coaches Certification Course Guidelines are met.

### **Other**

The National Federation should advise individual learners as to additional resources which will support their progress on the course and future development.

## **Certificate Progression**

On completion of this Certificate, learners will have achieved the minimum recognised standards of competency to be certified as a Swimming Coach. Learners may wish to progress to the FINA Swimming Senior Coach Certificate to aid their development.

## **Equal Opportunities**

FINA 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 FINA website.

## **Credits**

FINA worked in partnership with key partners during the production of this certificate specification. Thanks to the Institute of Swimming and the relevant FINA Committees for its support.

## **FINA Swimming Coach Certificate structure**

The certificate includes four key sections:

### **Learning outcomes**

Learning outcomes are statements that broadly describe what a learner will know about, understand or be able to do as a result of learning.

### **Assessment criteria**

Assessment criteria are more specific than the learning outcome and detail what a learner must do in order to meet these learning outcomes.

### **Key learning content**

Key learning content details the specific content that must be taught, learnt and assessed. It must be included in the learner evidence in order to achieve the assessment criteria. It may also include suggestions and examples for inclusion. These examples or suggestions will be clearly stated to ensure clarity.

### **Assessment materials**

The assessment materials are how the learning outcomes, assessment criteria and key learning content will be assessed. These materials are set by FINA. These documents must be used. If the National Federations would like to deviate from these as a result of reasonable adjustments or special considerations, FINA will approve of it.



# **FINA Swimming Coach Level Curriculum (L2)**

<b>FINA Swimming Coach (L2)</b>			
<b>Learning Outcomes</b> – this is what you need to know/be able to do by end of the course	<b>Assessment Criteria</b> – this is what you will be assessed on	<b>Key Learning Content</b> - this is the key content that will be covered during the course	<b>Assessment Materials</b> – this is how you will be assessed
1. Understand the role of the Swimming Coach	1.1: Explain the <b>key responsibilities of a Swimming Coach</b>	<p><b>Key responsibilities of a Swimming Coach:</b></p> <ul style="list-style-type: none"> <li>• Plan, deliver and evaluate pool training sessions.</li> <li>• Plan, deliver and evaluate pre and post pool activity sessions (RMAP).</li> <li>• Promote lifelong participation in the sport of swimming.</li> <li>• Behave and present themselves professionally.</li> <li>• Maintain order and discipline with swimmers.</li> <li>• Code of Ethics (IOC Ethics and FINA 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, health and safety, equality and diversity and data protection concerns to the named responsible person.</li> <li>• Operate within the requirements of the club structure and culture.</li> <li>• Carry out regular self – reflection of their own coaching.</li> <li>• Mentor Swimming Assistant Coaches and other volunteer coaching personnel.</li> </ul>	Theoretical Questions
2. Know about the legal aspects of coaching swimming	2.1: describe how to meet the <b>legal aspects</b> of coaching swimming	<p><b>Legal aspects:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding.</li> <li>• Health and safety.</li> <li>• Equality and diversity.</li> <li>• Data protection.</li> </ul>	Theoretical Questions

3. Understand the structure of swimming	3.1: Explain the <b>structure</b> of swimming	<b>Structure:</b> <ul style="list-style-type: none"> <li>• The role of your National Federation</li> <li>• The role of the Continental Associations</li> <li>• Club governance and structure.</li> <li>• The role of coach representative bodies e.g. the Swimming Coaching Association (SCA).</li> </ul>	Theoretical Questions
4. Know about positive coaching behaviours	4.1: describe the impact of effective <b>coaching behaviours</b>	<b>Coaching behaviours:</b> <ul style="list-style-type: none"> <li>• Self-Aware</li> <li>• Organised.</li> <li>• Motivational.</li> <li>• Fair and equitable.</li> <li>• Knowledgeable.</li> <li>• Reliable and consistent.</li> <li>• Focus on fun and enjoyment.</li> <li>• Promotes sporting behaviour.</li> <li>• Respect for officials.</li> </ul>	Theoretical Questions
5. Understand the holistic development of swimmers	5.1: Produce a <b>holistic development plan</b> linked to an existing training programme	<b>Holistic coaching development plan:</b> <ul style="list-style-type: none"> <li>• Considering wider athlete needs when planning e.g. nutrition, fitness activities away from the pool, family/home life, school</li> </ul>	Theoretical Questions
	5.2: Describe the key elements of basic <b>healthy nutrition and hydration</b> required by swimmers	<b>Healthy nutrition and hydration (included in the Lifestyle section)</b> <ul style="list-style-type: none"> <li>• Energy sources.</li> <li>• Vitamins and Minerals.</li> <li>• Pre, during and post training and competition nutrition.</li> <li>• Optimum hydration.</li> </ul>	Theoretical Questions

6. Understand the pillars of coaching	6.1: Explain the role the <b>pillars of coaching</b> play in the development of competitive swimmers	<b>Pillars of coaching:</b> <ul style="list-style-type: none"> <li>• Technical.</li> <li>• Tactical.</li> <li>• Physical.</li> <li>• Psychological.</li> <li>• Lifestyle.</li> </ul>	Theoretical Questions
	6.2: Explain the importance of <b>lifestyle</b> in developing competitive swimming	<b>Lifestyle:</b> <ul style="list-style-type: none"> <li>• Training.</li> <li>• Rest/sleep.</li> <li>• Education.</li> <li>• Socialising.</li> <li>• Family life.</li> </ul>	Theoretical questions
7. Understand the Athlete Development Support Pathway (ADSP)	7.1: Describe how the <b>Athlete Development Support Pathway (ADSP)</b> influences the development of training and competition plans	<b>The Athlete Development Support Pathway (ADSP):</b> <ul style="list-style-type: none"> <li>• Active Start.</li> <li>• FUNdamentals.</li> <li>• Learning to Train.</li> <li>• Training to Train.</li> <li>• Training to Compete.</li> <li>• Training to Win.</li> <li>• Active for Life.</li> </ul>	Theoretical Questions
	7.2: Explain how the swimming coach encourages <b>lifelong participation</b> in aquatics	<b>Lifelong participation:</b> <ul style="list-style-type: none"> <li>• Retained in aquatic training and competition e.g. masters swimming.</li> <li>• Transition to volunteering / coaching / teaching / officiating.</li> <li>• Involvement in other sporting activities i.e. triathlon, cycling, running etc.</li> <li>• Social/fitness/recreational swimming</li> <li>• Working for National Federations</li> </ul>	Theoretical Questions

	7.3 Explain the effects of <b>Fundamental Movement Skills</b> (FMS) and <b>Sport Specific Skills</b> (SSS) on swimmer development	<p><b>Fundamental Movement Skills:</b> (Development of ADSP FUNdamentals)</p> <ul style="list-style-type: none"> <li>• Agility, balance, coordination, speed (ABCs).</li> <li>• Running, jumping, throwing (RJT).</li> <li>• Kinaesthetics, gliding, buoyancy, striking with an object (KGBs).</li> <li>• Catching, passing, kicking, striking with part of the body (CPKs).</li> </ul> <p><b>Sport Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• See Learn to Swim Stages 8-10 (Swimming)</li> </ul>	Theoretical Questions
8. Understand Core Aquatic Skills	8.1: Explain the effects of <b>Core Aquatic Skills</b> (CAS) on swimmer development	<p><b>The Core Aquatic Skills:</b></p> <ul style="list-style-type: none"> <li>• Entry.</li> <li>• Exits.</li> <li>• Buoyancy and Balance.</li> <li>• Rotation and Orientation.</li> <li>• Streamlining.</li> <li>• Aquatic breathing.</li> <li>• Travel and Coordination.</li> <li>• Water Safety.</li> <li>• Health and Fitness.</li> </ul>	Theoretical Questions
	8.2: describe basic <b>anatomy and physiology</b> as it applies to swimming specific <b>movement skills</b>	<p><b>Anatomy and Physiology:</b></p> <ul style="list-style-type: none"> <li>• The 5 S's of Fitness</li> <li>• Muscular system.</li> <li>• Skeletal system.</li> <li>• Cardiovascular system.</li> <li>• Respiratory system.</li> <li>• Energy systems.</li> <li>• Principles of training.</li> <li>• Movement planes and axes.</li> </ul>	Theoretical Questions

	8.3: Describe <b>key injuries</b> and their <b>causes</b> in swimming	<p><b>Key injuries</b></p> <ul style="list-style-type: none"> <li>• Shoulder impingements.</li> <li>• Breaststroker’s knee.</li> <li>• Hip and lower body injury.</li> <li>• Upper Back Pain.</li> <li>• Lower Back Pain.</li> <li>• Postural/muscular imbalances.</li> </ul> <p><b>Causes</b></p> <ul style="list-style-type: none"> <li>• Poor technique.</li> <li>• Overtraining, over-reaching, over-use.</li> <li>• Muscle/tissue weakness.</li> </ul>	Theoretical Questions
	8.4: Describe <b>injury prevention strategies</b>	<p><b>Injury prevention strategies</b></p> <ul style="list-style-type: none"> <li>• Communication among athlete, parent, coach and medical professionals.</li> <li>• Good stroke technique.</li> <li>• Lessen repetitive strokes that are causing the overuse injury.</li> <li>• Perform core strengthening and cross-training exercises as part of pre and early season routines.</li> <li>• Alternative training techniques rather than training through an injury.</li> <li>• Well-managed return to training/competition.</li> </ul>	Theoretical Questions
9. Understand the scientific principles in swimming	9.1: Explain the influences of the <b>scientific principles</b> on competitive swimming	<p><b>Scientific principles:</b></p> <ul style="list-style-type: none"> <li>• Buoyancy/Flotation</li> <li>• Propulsion</li> <li>• Resistance</li> <li>• Drag</li> <li>• Eddy Currents</li> </ul>	Theoretical questions



10. Understand the components of fitness and the principles of training	10.1: Explain the <b>principles of training</b> used in competitive swimming	<p><b>Principles of Training:</b></p> <ul style="list-style-type: none"> <li>• Specificity.</li> <li>• Progressive overload.</li> <li>• Adaptation.</li> <li>• Reversibility.</li> <li>• Variety.</li> <li>• Rest and recovery.</li> </ul>	Theoretical questions
11. Understand training intensity classifications	11.1: Explain the appropriate use of <b>training intensity classifications</b> used in competitive swimming	<p><b>Training intensity classifications:</b></p> <ul style="list-style-type: none"> <li>• Aerobic low intensity (A1).</li> <li>• Aerobic maintenance development (A2).</li> <li>• Anaerobic threshold (AT).</li> <li>• Aerobic overload (VO2).</li> <li>• Lactate Production (LP).</li> <li>• Lactate Tolerance (LT).</li> <li>• Basic speed (Speed).</li> </ul>	Theoretical Questions
12. Understand and coach the competitive swimming strokes and skills	12.1: Explain the <b>components parts of the swimming strokes and skills</b>	<p><b>Swimming strokes:</b></p> <p>Front crawl, backstroke, breaststroke and butterfly.</p> <p><b>Components parts of the swimming strokes:</b></p> <ul style="list-style-type: none"> <li>• Body position.</li> <li>• Leg action.</li> <li>• Arm action.</li> <li>• Breathing.</li> <li>• Timing.</li> </ul>	Theoretical Questions

		<p><b>Movement skills</b></p> <ul style="list-style-type: none"><li>• Catch.</li><li>• Pull.</li><li>• Recovery.</li><li>• Kick.</li><li>• Rotation.</li></ul> <p><b>Swimming skills:</b></p> <p>Starts, turns and finishes.</p> <p><b>Component parts of the swimming skills:</b></p> <p><b>Starts:</b></p> <ul style="list-style-type: none"><li>• Take your marks.</li><li>• Go.</li><li>• Flight.</li><li>• Entry.</li><li>• Underwater phases.</li><li>• Transition to breakout.</li></ul> <p><b>Turns:</b></p> <ul style="list-style-type: none"><li>• Approach.</li><li>• Rotate and Touch.</li><li>• Push.</li><li>• Underwater phases.</li><li>• Transition to breakout.</li></ul> <p><b>Finishes:</b></p> <ul style="list-style-type: none"><li>• Approach and Touch.</li></ul>	
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	12.2: Coach swimming strokes and skills to swimmers	See key learning content above	Observation record completed by the assessor
	12.3: Identify <b>common faults</b> for swimming strokes and skills	<b>Common faults:</b> <ul style="list-style-type: none"> <li>• Linked to all elements of BLABT (body, legs, arms, breathing, timing).</li> <li>• Pacing.</li> <li>• Lack of flexibility.</li> <li>• Lack of strength.</li> <li>• Lack of endurance.</li> </ul>	Stroke analysis record
	12.4: Carry out an <b>analysis</b> for each competitive stroke	<b>Analysis</b> <ul style="list-style-type: none"> <li>• Linked to all elements of BLABT (body, legs, arms, breathing, timing).</li> <li>• Strengths.</li> <li>• Highlighting areas for improvement.</li> </ul>	Stroke analysis record
	12.5: Carry out an <b>analysis of starts, turns and finishes</b> for each competitive stroke	<b>Analysis</b>  <b>Starts:</b> <ul style="list-style-type: none"> <li>• Take your marks.</li> <li>• Go.</li> <li>• Flight.</li> <li>• Entry.</li> <li>• Underwater phases.</li> <li>• Transition to breakout.</li> </ul>	Skill analysis record

		<p><b>Turns:</b></p> <ul style="list-style-type: none"> <li>• Approach.</li> <li>• Rotate and Touch.</li> <li>• Push.</li> <li>• Underwater phases.</li> <li>• Transition to breakout.</li> </ul> <p><b>Finishes:</b></p> <ul style="list-style-type: none"> <li>• Approach and Touch.</li> </ul>	
	12.6: Implement <b>methods</b> to correct identified faults in swimming strokes and skills	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Technical drills</li> <li>• Break down of stroke</li> <li>• Technical /Video analysis</li> </ul>	Observation record completed by the assessor and skill analysis sheet
13. Be able to use swimming equipment	13.1: Demonstrate the appropriate use of different <b>types of swimming equipment</b>	<p><b>Types of swimming equipment:</b></p> <ul style="list-style-type: none"> <li>• Pool equipment – for example lane ropes, markers.</li> <li>• Coaching equipment – for example pace clock, stop watch, whiteboard.</li> <li>• Swimming equipment – for example hat, goggles, drink bottle, fins, paddles, pull buoy.</li> <li>• Pool rescue equipment – for example reach poles, throw bags.</li> </ul>	Observation record completed by the assessor
14. Understand the technical rules of swimming	14.1: Interpret the <b>FINA rules of competitive swimming</b>	<p><b>FINA Rules of Competitive swimming:</b></p> <ul style="list-style-type: none"> <li>• The start.</li> <li>• Freestyle.</li> <li>• Backstroke.</li> <li>• Breaststroke.</li> <li>• Butterfly.</li> <li>• Medley.</li> <li>• IPC and World Para Swimming rules and regulations.</li> </ul>	Theoretical Questions and/or assessor questioning

15. Understand and be able to deliver a pre-planned pool (RMAP) and post pool activity sessions	15.1: Describe the <b>key elements of a pre-pool (RMAP) and post pool activity</b>	<p><b>Pre-pool (RMAP)</b></p> <ul style="list-style-type: none"> <li>• Health and safety.</li> <li>• Environmental factors.</li> <li>• Swimmers clothing.</li> <li>• Land-based warm ups.</li> <li>• RMAP (raise, mobilise, activate, prime/potentiate).</li> </ul> <p><b>Post Pool Activities</b></p> <ul style="list-style-type: none"> <li>• Post pool stretching.</li> </ul>	Theoretical Questions
	15.2: Plan a suitable pre-pool (RMAP) and post pool activity session for a group of swimmers	<b>See key learning content above</b>	RMAP and post pool plan
	15.3: Deliver a suitable <b>pre-pool (RMAP) and post pool session</b>	<p><b>Delivery of pre-planned pool (RMAP) and post pool session:</b></p> <ul style="list-style-type: none"> <li>• Visually risk assess.</li> <li>• Communication with swimmers.</li> <li>• Demonstration of activities.</li> <li>• Direction of swimmers.</li> </ul>	Observation record completed by assessor
	15.4: <b>Evaluate</b> the planning and delivery of a <b>pre-pool (RMAP) and post plan session</b>	<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• Aims and objectives met?</li> <li>• Health and safety adhered to.</li> <li>• Key strengths of the session?</li> <li>• Areas for improvement.</li> </ul>	Session evaluation

16. Understand and be able to plan swimming training sessions	16.1: Explain the <b>purpose of planning</b> in competitive swimming	<p><b>Purpose of planning:</b></p> <ul style="list-style-type: none"> <li>• Preparation.</li> <li>• Professional.</li> <li>• Meeting season training aims/objectives.</li> <li>• Meeting season competitive aims/objectives.</li> <li>• Individual needs of the swimmers.</li> <li>• Tool for analysis and review.</li> <li>• Maximise performance.</li> <li>• Reduce injury.</li> </ul>	Theoretical Questions
	16.2: Produce a minimum of 5 appropriate <b>session plans</b>	<p><b>Session plans to include:</b></p> <ul style="list-style-type: none"> <li>• Swimmer details</li> <li>• Pool details</li> <li>• Briefing</li> <li>• Aims/objectives</li> <li>• Pre pool dry land (RMAP)</li> <li>• Pool warm up.</li> <li>• Sets of work (prep, main, sub-set).</li> <li>• Pool cool down/stroke recovery.</li> <li>• Dry land cool down/recovery.</li> <li>• Session de-brief.</li> <li>• Evaluation.</li> </ul> <p><b>Session requirements</b></p> <ul style="list-style-type: none"> <li>• All plans must be for a minimum of 1 hour</li> <li>• 1 session plan must include the use of a swimming assistant (coaching)</li> <li>• The session plans must cover 2 different stages of the ADSP</li> </ul>	Learner produced session plans



<p>17. Know about race analysis/modelling</p>	<p>17.1: Describe the importance of <b>race analysis/modelling</b> in competition</p>	<p><b>Race analysis/modelling</b></p> <ul style="list-style-type: none"> <li>• Start – Through 15 metres</li> <li>• Turns – Through 15 metres</li> <li>• Finish – Final 5 metres Speed</li> <li>• Race Splits/Percentages</li> <li>• Distance Per Stroke (Variations)</li> <li>• Stroke Rate</li> <li>• Stroke Count</li> <li>• Velocity – Swim speed consistency</li> <li>• Overall Efficiency.</li> </ul>	<p>Theoretical paper</p>
<p>18. Be able to deliver planned coaching sessions</p>	<p>18.1: <b>Deliver</b> a minimum of 5 pre-planned coaching sessions, for swimmers from different ability levels</p>	<p><b>Deliver:</b></p> <ul style="list-style-type: none"> <li>• Prepare effectively by producing a plan for the session</li> <li>• Brief the swimmers on the session objectives.</li> <li>• Follow the session plan.</li> <li>• Providing feedback to swimmers throughout the session.</li> <li>• Gather performance data from the session to feedback to the swimmers</li> <li>• Supervise and mentor volunteers and swimming assistants (coaching)</li> <li>• Evaluating the session with the volunteers, swimming assistants (coaching) coach and swimmers.</li> </ul> <p>During the session, demonstrate:</p> <ul style="list-style-type: none"> <li>• Using pace clock and stop watch</li> <li>• Safe use of equipment</li> <li>• Identify and report any unforeseen issues that occur during the session to the appropriate person*</li> </ul> <p><i>*If not seen this will be assessed via an alternative method.</i></p>	<p>Observation record to be completed by assessor</p>

		<p><b>Session requirements</b></p> <ul style="list-style-type: none"> <li>• All must be for a minimum of 1 hour</li> <li>• 1 session must include at least 12 swimmers</li> <li>• 1 session must include the use of a swimming assistant (coaching)</li> <li>• The sessions must be from 2 different stages of the ADSP</li> </ul>	
	18.2: Use <b>appropriate coaching methods</b> that meet the needs of the swimmers and the coaching environment	<p><b>Appropriate Coaching methods</b></p> <ul style="list-style-type: none"> <li>• The coaching process is followed</li> <li>• The swimmers are in lanes on an ADSP basis</li> <li>• Sessions are swimmer centred and coach driven</li> <li>• Technique focused</li> <li>• Appropriate demonstrations are used</li> </ul> <p>Those used need to be relevant to the requirements of the swimmers and the coaching environment</p>	Observation record
	18.3: Demonstrate <b>appropriate regard for safety</b> including safeguarding in training and competition	<p><b>Appropriate:</b></p> <ul style="list-style-type: none"> <li>• Meeting legal requirements</li> <li>• Suitable for the session and needs of the swimmers</li> </ul> <p><b>Regard for safety:</b></p> <ul style="list-style-type: none"> <li>• Adhere to risk assessment</li> <li>• Adhere to emergency operating procedures</li> <li>• Maintain safety of self and others throughout the training and competition including safeguarding</li> </ul>	Observation record
	18.4: Demonstrate <b>appropriate behaviour management skills</b> in training and competition	<p><b>Appropriate:</b></p> <p>Suitable for the training session, competition and needs of the participants</p> <p><b>Behaviour management skills:</b></p> <p>Rules, expectations, consistency of approach, resolving conflicts, sanctions</p>	Observation record or assessor questioning

	18.5: Demonstrate <b>appropriate time management skills</b> in training and competition	<p><b>Appropriate:</b></p> <p>Suitable for the training session, competition and needs of the participants</p> <p><b>Time management skills:</b></p> <ul style="list-style-type: none"> <li>• Follow session timings and adapt if needed</li> <li>• Deliver session at an appropriate pace</li> </ul>	Observation Record
	18.6: Use <b>effective verbal and non-verbal communication</b> skills with swimmers in training and competition	<p><b>Effective:</b></p> <p>Suitable for the swimmers and the environment</p> <p><b>Verbal communication:</b></p> <p>Volume, tone, language, terminology, coaching points</p> <p><b>Non-verbal communication:</b></p> <p>Gestures, body language, demonstrations, positioning</p>	Observation record
	18.7: Use <b>appropriate motivational techniques</b> with swimmers in training and competition	<p><b>Appropriate:</b></p> <p>Suitable for the needs of the swimmers and the environment</p> <p><b>Motivational techniques:</b></p> <p>Praise, positive reinforcement, positive learning environment, rewards, incentives, goal setting</p>	Observation record
	18.8: Use effective <b>verbal and non-verbal communication skills with the coaching assistant(s), parents (or</b>	<p><b>Effective:</b></p> <p>Suitable for the coaching assistants, parents or guardians and other professionals and the environment</p> <p><b>Verbal communication:</b></p> <p>Volume, tone, language, terminology</p>	Observation record

	<b>guardians) and other professionals</b> in the training and competition environment	<b>Non-verbal communication:</b>  Gestures, body language	
	18.9: Explain the <b>impact of effective verbal and non-verbal communication</b> with swimmers, coaching assistant(s), parents (or guardians) and other professionals in the training and competition environment	<b>Impact of effective verbal and non-verbal communication:</b> <ul style="list-style-type: none"> <li>• Consistent messaging</li> <li>• Supports performance</li> <li>• Supports behaviour management</li> </ul>	Theoretical Questions and/or assessor questioning
19. Understand professional development opportunities	19.1: Carry out a <b>reflection and evaluation</b> of own performance	<b>Reflection:</b> <ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Using others, e.g. swimmers, swimming assistants (coaching), assessors, other coaches and support staff</li> </ul> <b>Evaluation</b> <ul style="list-style-type: none"> <li>• What worked well?</li> <li>• What didn't work well?</li> <li>• Action planning for the next session.</li> </ul>	Review record

	<p>19.2: Produce a <b>relevant and realistic action plan</b> to improve own performance</p>	<p><b>Relevant and realistic</b></p> <ul style="list-style-type: none"> <li>• Relevant to you – valid, in line with self-evaluation and assessor feedback</li> <li>• Realistic – cost, time, opportunities</li> </ul> <p><b>Action plan opportunities:</b></p> <ul style="list-style-type: none"> <li>• Observation/shadowing of qualified coaches.</li> <li>• Attending coaching camps.</li> <li>• Work experience.</li> <li>• Further training and education.</li> <li>• Independent research.</li> <li>• Mentoring.</li> </ul>	<p>Action plan</p>
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