



DEVELOPMENT
PROGRAMME

FINA COACHES CERTIFICATION PROGRAMME

SENIOR COACH LEVEL
CURRICULUM (L3)



Welcome to the FINA Coaches Certification Programme – Senior Coach Curriculum (L3)

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 Senior 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 Senior Coach changes.

We hope you enjoy the experience

Fédération Internationale de Natation

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About the FINA Swimming Senior Coach Certificate (L3)

Title: FINA Swimming Senior Coach Certificate (L3)

Certification validity: 48 months

Certificate time: 75 hours

- Online Learning: 20 - 25 hours
- Face to Face Course: 35 hours over 5 days
- Post Course: 20 - 25 hours

Operational start date: 1st June 2019

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Publication

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Outline of the Certificate

The FINA Swimming Senior Coach Certificate (L3) is a practical certificate, which develops the knowledge, skills and abilities needed to be a Swimming Senior Coach. The delivery of the certificate is flexible with the National Federation able to choose the timing. The certificate will always be organised as below:

Pre-Course Learning	Face-to-Face Delivery	Post-Course Assessment
<ul style="list-style-type: none"> • Online Learning Content* • Senior Coach Workbook (pdf)* • Senior Coach Learning Journal • Uploading of evidences* 	<ul style="list-style-type: none"> • 5 day face-to-face course • 5 days of tutor delivery and individual learner feedback 	<ul style="list-style-type: none"> • Post-course work and uploading of evidence**

**The participant will have to complete the Online Learning and upload the Senior Coach Workbook and evidences 2 weeks before the Face to Face course*

*** The participant will have to upload the post course work and evidence a week after the 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

Coaches applying to be part of this course shall at least have passed the Coach Level (L2), or have passed any course recognised by FINA. Learners must be at least 18 years of age at the point of registration of this certificate.

Learning Programme and Delivery

The FINA Swimming Senior Coach Certificate (L3) is delivered and assessed in approximately 75 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, and support needs to be 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 senior 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 produces 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. 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 Senior Swimming Coach.

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 Senior Swimming Coach Level Curriculum (L3)

FINA Senior Swimming Coach (L3)			
Learning Outcomes – this is what you need to know/be able to do by end of the course	Assessment Criteria – this is what you will be assessed on	Key Learning Content - this is the key content that will be covered during the course	Assessment Materials – this is how you will be assessed
1. Be able to manage own and others roles and responsibilities	1.1: manage your own roles and responsibilities within your coaching environment	Roles and responsibilities <ul style="list-style-type: none"> • Working within the club structure. • Promoting lifelong participation in the sport of swimming. • Behave and present themselves professionally. • Maintain order and discipline within the club. • Follow the Swim England Good Practice Guidelines (Wavepower) and Code of Ethics. • Follow Normal Operating and Emergency Action Procedures or equivalent in all aspects of club activity. • Report any safeguarding, health and safety, equality and diversity and data protection concerns to the named responsible person. • Operate within the requirements of the club structure and culture. • Carry out regular self – reflection of their own coaching. 	Coaching journal Professional discussion Observation
	1.2: deploy and manage other personnel within your club remit	Other personnel <ul style="list-style-type: none"> • Other coaches (coach and assistants) • Volunteers • Committee members 	
2. Be able to manage legal aspects	2.1: manage all the legal processes associated with your coaching role	Legal processes <ul style="list-style-type: none"> • Safeguarding. • Health and safety. • Equality and diversity. 	Coaching journal Professional discussion Witness statements

		<ul style="list-style-type: none"> • Data protection. • Employment/engagement status. 	
3. Be able to implement effective coaching behaviours	3.1: develop an effective coaching behaviour philosophy within your coaching programme	Coaching behaviour philosophy , to cover <ul style="list-style-type: none"> • Organisation. • Motivation. • Fair and equitable. • Knowledgeable. • Reliable and consistent. • Focus on fun and enjoyment. • Promoting sporting behaviour. • Promoting health and well-being • Respect for officials. 	Coach journal Professional discussion Witness statements Observation
4. Be able to implement a holistic development plan	4.1: implement a holistic swimmer development plan for your programme	Holistic swimmer development <ul style="list-style-type: none"> • Training programme • Workshops and seminars for swimmers and parents • Attending Competitions • Attending training camps • Networking 	Coaching journal Professional discussion Annual plans Individual swimmer training/developmental plans Witness statements
5. Be able to apply the pillars of coaching	5.1: apply the pillars of coaching in the planning phase of your programme to ensure holistic swimmer development	Pillars of coaching <ul style="list-style-type: none"> • Technical. • Tactical. • Physical. • Psychological. • Lifestyle. 	Annual plans Macro, meso and micro cycles Session plans Coaching journal Professional discussion
6. Be able to apply the Athlete Development Support Pathway (ADSP)	6.1: apply the principles of ADSP to all stages of your programme	ADSP <ul style="list-style-type: none"> • Active Start. 	Annual plans Macro, meso and micro cycles

		<ul style="list-style-type: none"> • Fundamentals. • Learning to train. • Training to train. • Training to compete. • Training to win. • Active for life. 	<p>Session plans Coaching journal Professional discussion Observation</p>
7. Understand physical literacy	7.1: explain the impact of effective physical literacy on improving individual swimmers' performance	<p>Physical literacy</p> <p>Fundamental movement skills:</p> <ul style="list-style-type: none"> • Agility, balance, coordination, speed (ABCs). • Running, jumping, throwing (RJT). • Kinaesthetics, gliding, buoyancy, striking with an object (KGBs). • Catching, passing, kicking, striking with part of the body (CPKs). <p>Core aquatic skills:</p> <ul style="list-style-type: none"> • Entry. • Exits. • Buoyancy and Balance. • Rotation and Orientation. • Streamlining. • Aquatic breathing. • Travel and Coordination. • Water Safety. • Health and Fitness. 	<p>Coaching journal Professional discussion Session plans Swimmer analysis Individual swimmer training/developmental plans</p>
8. Be able to apply the scientific principles	8.1: analyse the impact of the scientific principles on individual swimmers' performance	<p>Scientific principles</p> <ul style="list-style-type: none"> • Buoyancy. • Propulsion. • Resistance. 	<p>Coaching journal Professional discussion Individual swimmer analysis</p>

			Swimmer results and improvements
9. Be able to apply the principles of training	9.1: apply the principles of training to cater for event specialisations	<p>Principles of training</p> <ul style="list-style-type: none"> • Specificity • Progressive overload • Adaptation • Reversibility • Variety • Rest and recovery <p>Event specialisations</p> <ul style="list-style-type: none"> • Sprints • Distance events • Single stroke • Multi stroke 	<p>Coaching journal</p> <p>Professional discussion</p> <p>Annual plans</p> <p>Macro, meso and micro cycles</p> <p>Session plans</p> <p>Swimmer analysis</p> <p>Individual swimmer training/developmental plans</p>
10. be able to apply Training intensity classifications	10.1: apply training intensity classifications to cater for event specialisations	<p>Training intensity classifications:</p> <ul style="list-style-type: none"> • Aerobic low intensity (A1). • Aerobic maintenance development (A2). • Anaerobic threshold (AT). • Aerobic overload (VO2). • Lactate Production (LP). • Lactate Tolerance (LT). • Basic speed (Speed). <p>Event specialisations</p> <ul style="list-style-type: none"> • Sprints • Distance events • Single stroke • Multi stroke 	<p>Coaching journal</p> <p>Professional discussion</p> <p>Annual plans</p> <p>Macro, meso and micro cycles</p> <p>Session plans</p>

<p>11. Be able to improve swimmers' strokes and skills</p>	<p>11.1: Produce an individual swimmer's technical model demonstrating applied knowledge of physical literacy and swimming skills</p>	<p>Components parts of the swimming strokes:</p> <ul style="list-style-type: none"> • Body position. • Leg action. • Arm action. • Breathing. • Timing. <p>The four swimming strokes:</p> <p>Front crawl, backstroke, breaststroke and butterfly.</p> <p>Swimming skills:</p> <p>Starts, turns, finishes.</p> <p>Component parts of the swimming skills:</p> <p>Starts:</p> <ul style="list-style-type: none"> • Take your marks. • Go. • Flight. • Entry. • Underwater phases. • Transition to breakout. <p>Turns:</p> <ul style="list-style-type: none"> • Approach. • Rotate and Touch. • Push. • Underwater phases. • Transition to breakout. <p>Finishes:</p>	<p>Coaching journal Professional discussion Session plans Swimmer analysis Individual swimmer training/developmental plans</p>
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		<ul style="list-style-type: none"> Approach and Touch. 	
12. Be able to utilise swimming equipment	12.1: demonstrate the use of advanced equipment to enhance swimmer performance	Advanced equipment	Coaching journal Professional discussion Observation Session plans
13. Understand technical rules	13.1: explain anti-doping policies and procedures	Anti-doping policies and procedures	Theoretical question
14. Be able to manage pre and post pool activity (RMAP)	14.1: Produce individual swimmers' pre pool (RMAP) and post pool activity programmes	Pre pool (RMAP) Post pool activity	Coaching journal Professional discussion Observation Individual swimmer training/developmental plans
	14.2 Implement individual swimmers' pre pool (RMAP) and post pool activity programmes		Coaching journal Professional discussion Observation
	14.3 Evaluate the planning and implementation of swimmers pre pool (RMAP) and post pool activity programmes		Coaching journal Professional discussion Observation Evaluations
15. Be able to plan for whole club development	15.1: produce, or oversee the production of, annual plans for the whole club	Annual plans, must: <ul style="list-style-type: none"> consider different squads/ADSP levels include Macro, meso and micro cycles be associated to individual session plans 	Coaching journal Professional discussion Annual plans Macro, meso and micro cycles Session plans
	15.2: maintain and amend the annual plans as required		Coaching journal Professional discussion Annual plans Macro, meso and micro cycles

			Session plans
	15.3: demonstrate connectivity between performance outcomes and future training cycles	Performance outcomes <ul style="list-style-type: none"> • training times • competition times • individual progress – in line with pillars of coaching 	Coaching journal Professional discussion Observation Annual plans Individual swimmer training/developmental plans Swimmer analysis Witness statements
16. Be able to produce a race analysis/model	16.1: collect and analyse performance data to create an individual race model for a minimum of 3 swimmers	Performance data Race model	Coaching journal Professional discussion Observation Individual swimmer training/developmental plans
17. Be able to deliver sessions	17.1: deliver a minimum of 2 sessions - sessions must be for a minimum of 90 minutes, with a minimum of 12 swimmers. - sessions must be taken from the annual plan and be from different meso cycles	Sessions must: <ul style="list-style-type: none"> • be for a minimum of 90 minutes • be taken from the annual plan • from different meso cycles 	Coaching journal Professional discussion Observation Session plans
	17.2: demonstrate the effective management of a group of swimmers (minimum of 12) in a competitive setting	Effective management Competitive setting <ul style="list-style-type: none"> • Minimum of a Regional Event 	Coaching journal Professional discussion Observation Witness statements
18. Be able to plan for Para swimmers	18.1: plan for the development (or signposting) of Para-	Para Swimming - type of impairment groups:	Coaching journal Professional discussion

	Swimmers in your club or the wider Para-Swimming pathway	<ul style="list-style-type: none"> • Visual. • Physical. • Intellectual. Para Swimming pathway	Witness statements
19. Be able to undertake Continual Professional Development (CPD)	19.1: produce a personal improvement plan for your career development	Personal improvement plan , to include: <ul style="list-style-type: none"> • a knowledge of the structure of swimming • a knowledge of other relevant sporting/educational organisations 	Personal improvement plan Professional discussion
	19.2: provide advice and guidance for support staff to help continue their personal and professional development	Support staff <ul style="list-style-type: none"> • Other coaches (coach and assistants) • Volunteers • Committee members Personal and professional development <ul style="list-style-type: none"> • Swimming related • Coaching related • Other skill related 	Professional discussion Observation Witness statements



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