



DEVELOPMENT
PROGRAMME

FINA COACHES CERTIFICATION PROGRAMME

ASSISTANT COACH
CURRICULUM (L1)



Welcome to the FINA Coaches Certification Programme - Assistant Coach Curriculum (L1)

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

Contents

Page number

4	About the FINA Swimming Assistant Coach Certificate (L1)
5	Outline of the certificate, entry requirements, learning programme and delivery
6	Assessment, certification equivalence
7	Quality assurance, resources, legal requirements, National Federation and session requirements
8	Certificate progression , equal opportunities, credits
9	FINA Swimming Assistant Coach Certificate structure
10 - 18	FINA Swimming Assistant Coach Curriculum (L1)

About the FINA Swimming Assistant Coach Certificate (L1)

Title: FINA Swimming Assistant Coach Curriculum (L1)

Certification validity: 48 months

Certificate time: 30 hours

- Online Learning: 12-15 hours
- Face to Face Course: 18 hours over 2.5 days

Operational start date: 1st May 2018

Copyright

All rights reserved. (c) 2018. These materials have been produced under licence from the Institute of Swimming Limited.

No part of this work may be reproduced or copied in any form by any means without permission of the Institute of Swimming and FINA. All rights are reserved

Publication

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, FINA 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. FINA or its partners cannot accept liability for the loss or damage arising from the use of information in this publication.

FINA - Fédération Internationale de Natation

FINA Office
Ch. de Bellevue 24a/b
1005 Lausanne
Switzerland

+41 21 310 47 10

Email: coaches.certification@fina.org

Website: <https://learning.fina.org>

Outline of the Certificate

The FINA Swimming Assistant Coach Certificate (L1) is a practical certificate, which develops the knowledge, skills and abilities needed to be a Swimming Assistant 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 Assistant Coach Certificate (L1) is delivered and assessed in approximately 30 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 assistant 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. 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 Assistant (Coaching). Learners may wish to progress to the FINA Swimming 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 curriculum. Thanks to the Institute of Swimming and the relevant FINA Committees for its support.

FINA Swimming Assistant 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 Assistant Coach Curriculum (L1)

FINA Swimming Assistant Coach (L1)			
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. Know about the role of the Swimming Assistant	1.1: Describe the role of a Swimming Assistant Coach	<p>Role of the Swimming Assistant Coach is to:</p> <ul style="list-style-type: none"> • Work under the supervision and instruction of the Coach. • Promote lifelong participation in the sport of swimming. • Behave and present themselves professionally. • Maintain order and discipline with a group of swimmers. • Follow the FINA Good Practice Guidelines and Code of Ethics. • Follow the IOC Athlete Safeguarding guidelines. • Be aware of and follow Normal Operating and Emergency Action Procedures or equivalent in own area of responsibility. • 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. 	Theoretical Questions
2. Know about the legal aspects of assisting in coaching swimming	2.1: Outline the legal aspects of assisting in coaching swimming	<p>Legal aspects:</p> <ul style="list-style-type: none"> • Safeguarding. • Health and safety. • Equality and diversity. • Data protection. 	Theoretical Questions
3. Know about the structure of swimming	3.1: Outline the structure of swimming	<p>Structure:</p> <ul style="list-style-type: none"> • The role of FINA, Continental Associations and National Federations. • Different training and competition environments that form a swimmer pathway. • Club governance and structure. 	Theoretical Questions

		<ul style="list-style-type: none"> • The role of coach representative bodies 	
4. Know about positive coaching behaviours	4.1: Outline effective coaching behaviours	Coaching behaviours: <ul style="list-style-type: none"> • Organised. • Motivational. • Fair and equitable. • Knowledgeable. • Reliable and consistent. • Focus on fun and enjoyment. • Promotes sporting behaviour. • Respect for officials. 	Theoretical Questions
5. Know about the holistic development of swimmers	5.1: Identify other methods used to develop swimmers' performance	Other methods: <ul style="list-style-type: none"> • FINA Clinics • Workshops and seminars for swimmers and parents. • Attending Competitions. • Attending training camps. • Networking. 	Theoretical Questions
6. Know about the pillars of coaching	6.1: Define the pillars of coaching	Pillars of coaching: <ul style="list-style-type: none"> • Technical. • Tactical. • Physical. • Psychological. • Lifestyle. 	Theoretical Questions
7. Know about the Athlete Development Support Pathway (ADSP)	7.1: Describe the stages of the Athlete Development Support Pathway	Stages of the Athlete Development Support Pathway: <ul style="list-style-type: none"> • Active Start • FUNdamentals • Learning to Train 	Theoretical Questions

	(ADSP) and how this works in clubs	<ul style="list-style-type: none"> • Training to train • Training to compete • Training to win • Active for Life 	
	7.2: Outline the stages of the Talent Swimmer and Coach Pathway	<p>Stages of the Talent Swimmer and Coach Pathway:</p> <ul style="list-style-type: none"> • Clubs. • County. • Regional. • National. <p>Or equivalent structures within a nation.</p>	Theoretical Questions
	7.3 identify the Fundamental Movement Skills (FMS) and Sport Specific Skills (SSS)	<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>Sport Specific Skills:</p>	Theoretical Questions
8. Know about Core Aquatic Skills	8.1: Identify the Core Aquatic Skills (CAS)	<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. 	Theoretical Questions

		<ul style="list-style-type: none"> • Health and Fitness. 	
9. Know about the scientific principles in swimming	9.1: Outline the basic scientific principles in swimming	Scientific principles: <ul style="list-style-type: none"> • Buoyancy. • Propulsion. • Resistance. 	Theoretical questions
10. Know about the components of fitness and the principles of training	10.1: Outline the components of fitness	Components of fitness: <ul style="list-style-type: none"> • Aerobic endurance. • Muscular endurance. • Strength. • Speed. • Power. • Flexibility. 	Theoretical questions
	10.2: outline the principles of training used in competitive swimming	Principles of Training: <ul style="list-style-type: none"> • Specificity. • Progressive overload. • Adaptation. • Reversibility. • Variety. • Rest and recovery. 	Theoretical questions
11. Know about training intensity classifications	11.1: Describe training intensity classifications used in competitive swimming	Training intensity classifications: <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). 	Theoretical Questions

<p>12. Know about the competitive swimming strokes and skills</p>	<p>12.1: Describe the components parts of the swimming strokes and skills</p>	<p>Swimming strokes: Front crawl, backstroke, breaststroke and butterfly.</p> <p>Components parts of the swimming strokes:</p> <ul style="list-style-type: none"> • Body position. • Leg action. • Arm action. • Breathing. • Timing. <p>Swimming skills: Starts, turns and 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> <ul style="list-style-type: none"> • Approach and Touch. 	<p>Theoretical Questions</p>
---	---	---	------------------------------

13. Know about swimming equipment	13.1: Outline different types of swimming equipment	Types of swimming equipment: <ul style="list-style-type: none"> • Pool equipment – for example lane ropes, markers. • Coaching equipment – for example pace clock, stop watch, whiteboard. • Swimming equipment – for example hat, goggles, drink bottle, fins, paddles, pull buoy. • Pool rescue equipment – for example reach poles, throw bags. 	Theoretical Questions
14. Know about the technical rules of swimming	14.1: Describe the FINA rules of competitive swimming	FINA Rules of Competitive swimming: <ul style="list-style-type: none"> • The start. • Freestyle. • Back crawl. • Breaststroke. • Butterfly. • Medley. 	Theoretical Questions
15. Be able to assist in the delivery of a pre-planned pool (RMAP) and post pool activity sessions	15.1: Assist in the delivery of pre-planned pool (RMAP) session	Delivery of pre-planned pool (RMAP) session: <ul style="list-style-type: none"> • Visually risk assess. • Communication with swimmers. • Demonstration of activities. • Supervision of swimmers. 	Observation record completed by assessor
	15.2: Assist in the delivery of a post pool activity session	Delivery of a post pool activity session: <ul style="list-style-type: none"> • Visually risk assess. • Communication with swimmers. • Demonstration of activities. • Supervision of swimmers. 	
16. Know the key components of swimming session plans	16.1: Identify the key components of swimming session plans	Key components of swimming session plans: <ul style="list-style-type: none"> • Timing. 	Theoretical Questions

		<ul style="list-style-type: none"> • Preparation for delivery. • Session brief. • Pre pool dry land (RMAP) • Pool warm up. • Sets of work (prep, main, sub-set). • Pool cool down/stroke recovery. • Dry land cool down/recovery. • Session de-brief. • Evaluation. 	
	16.2: Describe the purpose of each key component of swimming session plans	Purpose: <ul style="list-style-type: none"> • Appropriateness to session/swimmers. • Pulse raiser/injury prevention. • Technical, tactical, physical, psychological development. • Feedback from swimmers. 	
17. Be able to assist in the delivery of pre-planned coaching sessions	17.1: Assist a swimming coach in the delivery of pre-planned coaching sessions	Assist the coach by: <ul style="list-style-type: none"> • Preparing effectively to deliver the session planned by the coach. • Briefing the swimmers on the session objectives. • Following the session set by the coach. • Demonstrating appropriate positioning so you can be seen and heard by swimmers. • Maintaining lane safety and discipline. • Using appropriate coaching language and demonstrations (under the guidance of the coach). • Reinforcing coaching points. • Engaging and encouraging swimmers throughout the session. • Providing feedback to swimmers throughout the session. • Gathering performance data from the session to feedback to the coach. • Operating within the pool Normal and Emergency Action Procedure requirements. • Following the FINA Good Practice Guidelines and Code of Ethics. 	Observation record to be completed by assessor

		<ul style="list-style-type: none"> • Following IOC and National Federation athlete safeguarding guidelines. • Evaluating the session with the coach and swimmers. <p>If applicable during the session, demonstrate:</p> <ul style="list-style-type: none"> • Using pace clock and stop watch • Safe use of equipment • Identify and report any unforeseen issues that occur during the session to the appropriate person <p><i>If the above is not seen they will be assessed via an alternative method.</i></p>	
18. Know about professional development opportunities	18.1: Identify the strengths and areas for improvement in your assisting	<p>Strengths and areas for improvement:</p> <ul style="list-style-type: none"> • What worked well? • What didn't work well? • Action planning for the next session. • Self-reflective and with the coach. 	Review record & action plan
	18.2: Identify relevant continual professional development (CPD) opportunities to develop you as an assistant	<p>Continual professional development (CPD) opportunities:</p> <ul style="list-style-type: none"> • Observation/shadowing of qualified coaches. • Attending FINA Clinics. • Attending coaching camps. • Work experience. • Further training and education. • Independent research. • Mentoring. 	Review record & action plan



FÉDÉRATION
INTERNATIONALE
DE NATATION

Ch. de Bellevue 24a / 24b – 1005 Lausanne, Switzerland

Tel: +41 21 310 47 10

Fax: +41 21 312 66 10

Email: coaches.certification@fina.org

<http://fina.org/>