

Water Polo Coach

Certificate Specification

Welcome to the ASA Water Polo Coach Certificate specification

About the ASA

The ASA has been in existence since 1869. It was the first governing body of swimming to be established in the world and today remains the English national governing body for swimming, diving, water polo, open water and synchronised swimming.

As well as supporting over 1,000 affiliated clubs, organising a range of competitions throughout England and developing a world-leading pathway for elite performers, the ASA operates a comprehensive certification programme for coaches – helping to drive up the quality of the workforce developing the current and future generations of elite performers

This Certificate has been developed through collaboration and partnership working, to ensure it is fit for purpose for Water Polo Coaches and the Water Polo industry. The certificate will be reviewed on a regular and systematic basis, with updates being made if the needs of Water Polo and Coaches change.

We hope you enjoy the experience

The ASA Coaching Development team

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About the certificate

Certificate title	ASA Water Polo Coach
Total Certificate Time (TQT)	60 hours (of which 52 are Guided Learning Hours (GLH))
Registration period	12 months
Operational start date	1 st January 2017

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Publication

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Outline of the Certificate

The ASA Water Polo Coach certificate is a practical certificate, which develops the knowledge, skills and abilities needed to be a Water Polo Coach.

This certificate builds on the knowledge, skills and abilities developed in the ASA Water Polo Assistant (Coaching) certificate. When achieved it ensures water polo coaches can effectively and independently plan, prepare, deliver, monitor and evaluate a series of water polo sessions.

The delivery of the certificate is flexible with training organisations able to choose the timing and methods of delivery. The assessment of the certificate is prescribed and all training organisations will use the same materials to ensure consistency. 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 the ASA. The accuracy of assessment is verified using ASA quality assurance procedures.

Learner entry requirements

Learners must be at least 16 years of age at the point of registration of this certificate. They must also hold an ASA Water Polo Assistant (Coaching) or an ASA Level 1 Award in Coaching Water Polo or an equivalent ASA certificate certificated after 1994.

Safeguarding

Learners under the age of 18 are able to register on this certificate so training organisations and all staff must be aware of safeguarding policies and procedures ensuring these are fully implemented. For further information please refer to [Keeping Children Safe in Education 2015](#) and any subsequent additions.

Learning programme and delivery

The ASA Water Polo Coach certificate is 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 training organisation prior to the start of the course.

The training organisation 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 certificate from their previous experiences. The extent of their knowledge, skills and abilities should be ascertained by the training organisation during enrolment. The learner may progress straight to assessment and does not have to complete a course of learning. It is imperative that the assessment takes place as stated in this specification to ensure accurate certification. This process is known as the recognition of prior learning (RPL), and accepted RPL policies and procedures must be followed.

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 employment. 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 learning outcomes and assessment criteria

To achieve this certificate:

- **All** learning outcomes must be achieved
- **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.

The ASA produces resources to assess the certificate. It is compulsory to use these resources which are issued by the ASA to the training organisation. Training organisations are able to modify the format of these documents to support learner achievement. However the training organisation must ensure through their own internal verification procedures, the tasks are not changed.

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 and updated using the relevant link.
2. Session plans
3. Session overview
4. Observation record
5. Evaluation
6. Action plan

These documents can only be accessed by using the hyperlinks in this certificate specification. This will ensure accuracy of the materials and the 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.

The ASA is committed to improving access to ASA certificates for learners with disabilities and other difficulties, without compromising the assessment. Further details are provided in the Reasonable Adjustments and Special Considerations Policy for ASA certificates, which can be found on the ASA website.

Training organisations must have a policy for dealing with learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. In the first instance, learners should contact the training organisation and follow their published appeals policy. If learners remain dissatisfied with the outcomes, they should contact the ASA.

Quality assurance

The ASA implements a series of quality assurance procedures to ensure that ASA certificates are reliable, valid and fit for purpose. This includes initial centre approval and review, certificate approval, internal and external verification. The following ASA documents provide further information and can be found on the ASA website:

- ASA Internal Verification Guide
- ASA External Verification Guide
- ASA Assessment Guide

All ASA Certificates are reviewed annually and any modifications will be communicated through Training organisation updates on the ASA website.

Resources

Training organisations are responsible for ensuring learning takes place in a safe and effective environment.

Legal requirements

- 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 Act 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.

Session requirements

- Water Polo players will be needed in order to effectively assess the practical aspects of the certificate.
- The recommended teacher to swimmer ratios should not be exceeded.

Pool characteristics

- The pool characteristics must be appropriate to offer safe and effective teaching, learning and assessment at the required level. Please refer to the ASA Facility Requirements document.

Other

- There are many available resources to support learning including books, online materials and forums. Training organisations should advise individual learners which resources support their development at that time.

Workforce

In order to deliver, assess and quality assure this certificate, it is important for training organisations to have appropriately experienced and qualified staff. These include tutors, assessors and internal verifiers.

The **tutor/assessor** delivering the ASA Water Polo Coach must hold a current ASA tutor licence. The requirements of this can be found <http://www.swimming.org/asaeducators/asa-educator-license-applications-and-renewals/>.

Anyone wishing to become an ASA tutor/assessor will need to contact workforcesupport@swimming.org for further information about the process.

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

The role of the assessor is to assess the learners' performance and to check if the assessment criteria of the certificate have been met. Assessors may only assess learners in their acknowledged area of technical and occupational expertise. Assessed observations of learners delivering a coaching session must be conducted by the assessor.

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

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

Conflict of interest

All conflicts must be effectively managed by the training organisation ensuring any direct or indirect conflict is identified with interventions if required. The ASA offer support where needed.

Dealing with malpractice

Training organisations must have a policy for dealing with potential malpractice. Where malpractice is suspected the training organisation malpractice policy must be followed. Further information, support and guidance can be obtained from the ASA.

Certificate progression

On completion of this certificate, learners will have achieved the minimum recognised standards of competency to be a Water Polo Coach and can progress their career in a number of settings including local authority leisure centres, local aquatic clubs and youth and community groups.

Learners may wish to progress to the ASA Senior Water Polo Coach certificate. Learners may also be able to take further certificates within the aquatics sector such as those related to coaching, either Water Polo or other aquatics sports, and/or progress onto co-ordination and management certificates either within sport and leisure or outside of this. These could include the following certificates and any subsequent updates:

- ASA Swimming Assistant (Coaching)
- ASA Diving Assistant (Coaching)
- ASA Synchronised Swimming Assistant (Coaching)
- ASA Level 1 Swimming Assistant (Teaching)

Certificate withdrawal

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

Equal opportunities

The ASA 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 ASA website.

Credits

The ASA worked in partnership with key partners during the production of this specification. This included training organisations, employers, current and potential learners, water polo and educational experts. In particular thanks go to:

Sarah Dunsbee, Frances Gibbs, Julie Gibson, Sarah Green, Steve Ingle, Jenny Stafford-Brown, Simon Stevens, Martyn Thomas and John Vernon.

ASA Water Polo Coach Certificate

The certificate includes four key sections:

- Learning outcomes
- Assessment criteria
- Key learning content
- Assessment materials

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 are more specific than the learning outcome and details what a learner must do in order to meet these learning outcomes. These criteria have a command verb (listed in the glossary of terms) or a level descriptor that defines the level of difficulty as well as the specific content that the command verb or level descriptor must be applied to.

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.

The assessment materials are how the learning outcomes, assessment criteria and key learning content will be assessed. These materials are set by the ASA with links to the required documents. These documents must be used.

If a training organisation would like to deviate from these as a result of reasonable adjustments or special considerations the ASA Reasonable Adjustments and Special Considerations Policy must be followed.

ASA Water Polo Coach			
Learning Outcomes	Assessment Criteria	Key Learning Content	Assessment Materials
1. Understand the legal requirements of coaching Water Polo	1. Explain how to meet the legal requirements of coaching Water Polo	How to: <ul style="list-style-type: none"> • Respond to concerns • Respond to incidents • Record incidents if appropriate • Report to the named responsible person if appropriate Legal requirements: <ul style="list-style-type: none"> • Safeguarding • Health and safety • Equality and diversity • Data protection 	Theoretical Questions
2. Know the responsibilities of a Water Polo Coach	1. Describe the responsibilities of a Water Polo Coach	Responsibilities <ul style="list-style-type: none"> • To ensure the safety of players and others within the role of a qualified Water Polo Coach • To plan coaching programmes for Water Polo players • To coach, develop and assess players and the team • To supervise the Water Polo Assistant • To instruct the Water Polo Assistant • To referee Water Polo games informally during training sessions 	

3. Know about the role of the Water Polo Coach in promoting Water Polo	1. Describe the stages of the Athlete Development Support Pathway (ADSP) for Water Polo	Athlete Development Support Pathway (ADSP) for Water Polo <ul style="list-style-type: none"> • FUNdamentals • Learn to play • Train to train • Train to compete • Training to win 	
	2. Describe how the coach encourages lifelong participation in aquatics	Lifelong participation: <ul style="list-style-type: none"> • Continued enjoyment within Water Polo • Signpost participants to clubs / competitive Water Polo environments • Signpost participants to other aquatic disciplines • Signpost participants to other aquatic health and fitness and/or recreational activities 	
	3. Describe how Water Polo Coaching encourages sporting behaviour	Sporting behaviour <ul style="list-style-type: none"> • Respecting the laws of the sport • Respecting the role of officials and volunteers • How to behave during competition • How to create team ethos 	
4. Understand the scientific principles in Water Polo	1. Explain the influence of the scientific principles on players in the water	Scientific principles: <ul style="list-style-type: none"> • Buoyancy • Propulsion • Resistance • Depth of water • Temperature of water and environment 	
5. Understand the training requirements for Water Polo	1. Explain the principles of training in relation to Water Polo Player development	Principles of training: <ul style="list-style-type: none"> • Frequency • Intensity • Time • Type • Overload • Rest and Recovery • Variation 	

6. Know about nutrition and hydration for a Water Polo player	1. Describe nutrition and hydration approaches for a player before, during and after competition or training session.	Nutrition and hydration approaches Suitable selection of foods and fluids before, during and after competition; Suitable timing of food and fluid before, during and after competition Recommended amounts of food and fluids before, during and after competition	
7. Know the technical and tactical skills needed in Water Polo	1. Describe the technical skills needed in Water Polo	Technical skills: <ul style="list-style-type: none"> • Releasing • Blocking • Passing • Shooting • Catching 	
	2. Outline the technical skills for specific player positions	Specific player positions: <ul style="list-style-type: none"> • Centre Forward • Centre Back • Goal keeper • Driver 	
	3. Describe the tactical skills needed in Water Polo	Tactical skills: <ul style="list-style-type: none"> • Attack • Defence • Extra Player • Player Down • Team Counter Attack • Team Counter Defence • Goal keeping tactical skills 	

8. Be able to plan for Water Polo coaching	1. Produce six session plans for different levels of ability	<p>Session plans: Each session must be at least 30 minutes At least one plan must cater for a minimum of eight participants At least one plan must cater for the use of a Water Polo Assistant The plans must meet the needs of at least two different levels of ability.</p> <p>Session plans to include:</p> <ul style="list-style-type: none"> • Aims and objectives • Equipment • Working with a Water Polo Assistant • Timings • Coaching points • Introduction • Warm up • Main activity • Cool down activity • Risk assessment <ul style="list-style-type: none"> ○ Hazard ○ Risk ○ Risk rating ○ Measures to minimise risk <p>Levels of ability:</p> <ul style="list-style-type: none"> • Child non swimmer • Beginner player • Experienced player 	Session Plan
	2. Apply the main principles of training to a series of Water Polo session plans	<p>Main principles of training: Frequency Intensity Time Type</p>	Session plans

	3. Produce an overview for a series of Water Polo sessions	Overview: <ul style="list-style-type: none"> • Aims and objectives • Session outline • Progression • Working with a Water Polo Assistant Series: Four linked sessions	Session Overview
9. Be able to coach Water Polo sessions	1. Deliver four planned Water Polo sessions	Sessions: Each session must be at least 30 minutes At least one session must be with a minimum of eight participants At least one session must utilise a Water Polo Assistant Levels of ability: Sessions must cover at least one of the ability levels. Ability levels: <ul style="list-style-type: none"> • Child non swimmer • Beginner player • Experienced player Each session delivered must include <ul style="list-style-type: none"> • Sharing session aims with players and Water Polo assistants • Preparing players for the session • Delivery of suitable warm up activities linked to session aims • Delivery of relevant main theme activities linked to the session aims • Delivery of suitable cool down activities linked to session aims • Providing information regarding the next session • Gaining player and assistant feedback following the session 	Observation Record

10. Be able to demonstrate session management skills	1. Demonstrate appropriate regard for safety including safeguarding	<p>Appropriate:</p> <ul style="list-style-type: none"> • Suitable for the session and needs of the players • Meeting legal and governing body requirements <p>Regard for safety:</p> <ul style="list-style-type: none"> • Adhere to risk assessment • Adhere to emergency operating procedures • Maintain safety of self and others throughout the session including safeguarding 	Observation Record
	2. Demonstrate appropriate behaviour management skills	<p>Appropriate:</p> <p>Suitable for the session and needs of the players</p> <p>Behaviour management skills:</p> <p>Rules, expectations, consistency of approach, resolving conflicts, sanctions</p> <p>Please note: if these situations do not naturally occur a professional discussion with the assessor will take place and be recorded.</p>	
	3. Demonstrate appropriate time management skills	<p>Appropriate:</p> <p>Suitable for the session and needs of the players</p> <p>Time management skills:</p> <p>Follow session timings and adapt if needed</p>	

11. Be able to demonstrate communication skills within the Water Polo coaching environment	1. Use appropriate verbal and non-verbal communication skills with players	Appropriate: Suitable for the players and the environment Verbal communication: Volume, tone, language, terminology, coaching points Non-verbal communication: Gestures, body language, demonstrations, positioning, refereeing signals, use of whistle	Observation Record
	2. Use appropriate verbal and non-verbal communication skills with other people	Appropriate: Suitable for the other people and the environment Verbal communication: Volume, tone, language, terminology Non-verbal communication: Gestures, body language Other people For example: Parents, Carers, Guardians, Pool staff, Assistant Water Polo staff, Support staff	
12. Be able to use a variety of appropriate coaching methods to meet players needs	1. Explain the needs of different player types	Player types: <ul style="list-style-type: none"> • Child non swimmer • Beginner player • Experienced player • Players with special educational needs and disabilities (SEND) 	Theoretical Questions

	2. Implement a range of coaching methods appropriate to the needs of players and the environment	Range: Two or more coaching methods Coaching methods: <ul style="list-style-type: none"> • Deep water • Shallow water • Whole-Part-Whole • Part-Whole • Conditioned games • Guided discovery • Problem solving • Peer Coaching 	Observation Record
	3. Use a range of organisational methods during sessions	Range: Two or more organisational methods Organisational methods: <ul style="list-style-type: none"> • Whole group • Small groups • Circuits • Random spacing 	Observation Record
13. Be able to develop players technical skills, tactical knowledge	1. Coach Water Polo technical skills	Water Polo technical skills: Coach a minimum of four technical skills for Water Polo	Observation Record
	2. Coach water Polo tactical skills	Water Polo tactical skills Coach a minimum of 4 tactical skills	
	3. Implement suitable adaptations to coaching practices	Adaptations: Change coaching practices to meet the needs of players	

	4. Identify common faults	Common faults: Faults in technical skills and tactics of the game	
	5. Implement correction methods	Correction methods: Give feedback and make changes to correct the fault to meet the needs of the individual players and the team	
14. Be able to demonstrate motivational techniques	1. Use a range of appropriate motivational techniques	Range: Two or more motivational techniques Appropriate: Suitable for the needs of the players, team and Water Polo Assistants Motivational techniques: Praise, positive reinforcement, positive learning environment, rewards, incentives, goal setting	Observation record
15. Be able to support Water Polo players and Water Polo Assistants	1. Carry out accurate player assessment during a session	Accurate In line with the Water Polo NGB framework. Player assessment: Monitoring player progress	Observation record
	2. Carry out accurate team assessment during a session	Team assessment: Monitoring team work	

	3. Produce an action plan for a Water Polo player to improve team performance	Player action plan Identification of an individual's strengths and areas for improvement in relation to technical skills and tactics. Impact of individuals improvement on team performance Action plan must be agreed with player	Player action plan
	4. Monitor a Water Polo Assistant	Monitor Give appropriate feedback following sessions	Observation record
16. Be able to evaluate own performance	1. Carry out four self-evaluations of own performance	Self-evaluation: Strengths and areas for improvement of the four planned and delivered sessions Own performance: <ul style="list-style-type: none"> • Planning • Coaching Practices • Communication skills • Motivation techniques • Session management skills • Assessment skills • Working with the Water Polo Assistant Taking into consideration feedback from players and the Water Polo Assistant	Evaluation
	2. Describe adaptations to future coaching sessions	Adaptations Changes to be made to future sessions based on the evaluations	
17. Be able to plan for professional development	1. Produce an action plan to improve own performance at the end of the course	Personal Action plan: Short and medium term, SMART targets (Specific, Measurable, Achievable, Realistic, Timed), progression, continual professional development (CPD) opportunities	Personal action plan

Glossary

	Terms	Definition
A	Ability	Capacity to do a specific skill or task
	Adaptations	Changes to be made in the future
	Apply	Put to use for a particular purpose
	Appropriate	Suitable or proper in the circumstances
	Assess	Judge against set standards
C	Carry out	Complete a task
	Coach	Give instruction or advice
	Code of Practice	A set of rules or guides outlining the responsibilities of, or proper practices
	Communication	Exchange of information including verbal and or non-verbal
	Component	Part or element of a larger whole
D	Define	State the exact meaning
	Deliver	Carry out
	Demonstrate	Complete a task or activity to show understanding
	Demonstration	Show
	Describe	Paint a picture in words
	Diversity	Acceptance and respect of differences in a safe, positive, and nurturing environment
E	Effective	Adequate to achieve an outcome
	Encourage	Inspire
	Ensure	Make certain
	Equality	Ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs
	Equipment	Item(s) used to achieve a task
	Explain	Give reasons for
F	Feedback	Information about reactions to a person's performance of a task
G	Give	Provide
H	Health and Safety	Regulations and procedures intended to prevent accident or injury in workplaces or public environments
	Hydration	Process of drinking liquid
I	Identify	List or name the main points
	Implement	Carry out
	Instruct	Give direction
K	Key Features	Main points

	Know	Be aware of through observation, inquiry, or information
L	Learning Outcome	A statement of what a learner is expected to know, understand or do as a result of the process of learning
	Linked	Connected
M	Maintain	Continue
	Monitor	Observe
N	Nutrition	Food; nutriment
O	Outline	Give a brief overview of the main points
P	Produce	Create
	Purpose	The reason for which something is done or created or for which something exists
Q	Qualified	Officially recognised as being trained to perform a particular job
R	Range	A set of different things of the same general type
	Regard	Respect for
	Responsibility	Something which one is responsible for; a duty or obligation
	Respond	React or reply
	Review	Critically appraise
S	Safeguarding	<ul style="list-style-type: none"> • <i>Measures taken to protect someone aged under 18 from harm</i> • <i>Where a child is suffering significant harm, or likely to do so, action should be taken to protect that child.</i> • <i>Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk.</i>
	Signpost	Indicate a possible option or options
	Skill	Learnt through training or experience
	Specific	Particular
	Supervise	Oversee
T	Technique	A skilful or efficient way of doing or achieving something
U	Understand	Perceive the intended meaning of
	Use	Take, hold, apply or deploy (something) as a means of accomplishing or achieving something