

STA Tutor Manual

Foundation Unit

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Foundation Unit Worksheet

Candidate _____ STA course reference _____

1. Who can organise STA courses?

2. Why are schemes of work and lesson plans important?

3. What does STA AB require back from a course on completion of the final examination?

4. What administration procedures are tutors likely to complete on the first session?

5. When would you use a Pedagogical and an Andragogical approach to teaching?

6. What do you consider important planning issues?

7. What are Vocationally Related Qualifications?

8. What are the advantages of using Audio Visual Aids?

9. Why is it beneficial to set candidates homework?

10. What are Learning Outcomes?

11. What do you consider as 'good feedback'?

12. Write a short essay on what you consider makes a good tutor/teacher and give examples of any of those qualities you may already have (approx. 250 words).

Confirmation of completion of worksheet - I confirm that this is my own work:											
Candidate's signature:							Date:				
Please refer to the following pages for these questions:	1	2	3	4	5	6	7	8	9	10	
	11	12									

2. Foundation Unit Introduction

The STA

The Swimming Teachers' Association (STA) was formed in 1932; it is a company limited by guarantee with each member holding one share and managed by a Board of Elected Trustees.

The STA is a registered charity whose objective is: *"the preservation of human life by the teaching of swimming, lifesaving and survival techniques"*; with a firm commitment to: *"building safer, healthier and better skilled communities"*.

The STA is a founder member of the International Federation of Swimming Teachers Associations (IFSTA) whose members throughout the world teach swimming to similar high standards.

The STA is represented on all major UK committees concerned with promoting water safety and swimming.

Membership of the STA confers a number of benefits including:

- Public Liability insurance subject to a maximum claim of £10 million.
- "Swim and Save" magazine
- Discount when operating the STA Award Scheme.

Safety Training Awards

Safety Training Awards is the Awarding Body name of the Swimming Teachers Association, approved by the Qualifications and Curriculum Authority for England (QCA).

QCA collaborates with other regulators in Wales and Northern Ireland to safeguard the public interest in the standards and maintain the integrity of the National Qualifications Framework that sets out the levels against which a qualification can be recognised.

STA AB has Vocationally Related Qualifications (VRQ) on the National Database of Accredited Qualifications:

www.accreditedqualifications.org.uk

VRQs are nationally recognised qualifications that follow the format of a taught programme showing

evidence of knowledge and understanding with time for practice followed by an assessment.

Tutor Courses

Those who wish to tutor or examine on STA training courses must satisfy the STA of their abilities in these areas; attending a Tutor Course and fulfilling the relevant course criteria normally achieve this. Tutors from other organisations with equivalent qualifications are eligible to claim recognition for APL (accredited prior learning) by submitting the APL Form downloadable from the STA website: www.sta.co.uk/downloads. Those requiring APL recognition for the NaRS group of qualifications are required to complete a shortened Conversion Course.

The Tutors Course will vary dependent upon the types of qualifications involved. These are:

Teaching Swimming:

- Teaching Swimming – Beginners
- Teaching Swimming – Full
- Primary School Teacher
- Secondary School Teacher

Aquatic Teaching:

- Aquacise
- Baby & Pre-School
- Special Needs in Aquatics

NaRS:

- Pool Programme:
 - National Aquatic Rescue Standard for Pool Lifeguards - NaRS (PL)
 - National Aquatic Rescue Standard for Pool Attendants - NaRS (PA)
 - National Aquatic Rescue Standard for Poolside Helpers - NaRS (PH)
 - National Aquatic Rescue Standard: Pool Safety Award - NaRS (SAT)
- First Aid at Work Programme
- Advanced Resuscitation
- Complete Spinal Management
- Conversion Course Pool or First Aid Programme.

Swimming Pool and Spa Plant:

- Foundation Certificate in Swimming Pool and Spa Water Treatment
- Certificate in Swimming Pool and Spa Water Treatment

The Tutor Courses consist of 2 units:

1. The Foundation Unit

This unit contains the knowledge relevant to all Tutor Courses and covers:

- Course Planning
- Registration
- Course Administration
- Principles of Learning
- Delivery Skills
- STA Awarding Body Policies

The recommended minimum course contact hours are 8; elements of this can be achieved by distance learning. Prerequisites will vary according to the Technical Unit requirements.

2. The Technical Unit

This unit contains technical support for the teaching and examining of the specific qualifications supported by the tutor course. A separate additional Technical Unit must be undertaken for each type of tutor status.

Holders of a Tutor Level Certificate can obtain additional tutor status by:

- Satisfying the relevant entry requirements.
- Attending a relevant tutor-training course and satisfying the assessment requirements as laid down.

Foundation Unit Assessment:

The unit is assessed as set out below, candidates must satisfy all of the following:

- Submit Pre-course work.
- Complete the Portfolio to the satisfaction of the course tutor.
- Complete the Worksheets to the satisfaction of the tutor.
- Continual assessment by the tutor.
- Participation in group project work.

Notification and Certification

Candidates are provisionally notified of the assessment outcome at the conclusion of the course.

Provided that all requirements have been satisfied the STA will issue notification of the results to the candidates within 28 days of receipt of the required paperwork and fees from the course organiser.

Candidates must sign a letter of acceptance following the receipt of which the STA will register the tutor and issue a certificate within 6 weeks.

Separate Unit Certificates will not normally be issued but are available, if required, subject to an additional fee.

Unit Specification

Title	Tutoring Foundation Unit
Topics	Introduction to the programme, Course Planning, Course Registration, Course Administration, Principles of Learning, Delivery Skills, STA AB policy Statements
Recommended Contact time	8 hours
Reading	Tutor Manual – Chapters 1 – 9.
Learning Outcomes	At the end of the unit the candidate will be able to: <ol style="list-style-type: none"> 1. Plan a STA AB course 2. Organise a STA AB course. 3. Comply with STA AB administration procedures. 4. Show an understanding of the theories of learning. 5. Identify Vocationally Related Qualifications. 6. State advantages of using Audio Visual Aids. 7. Explain the benefits of setting candidates homework. 8. Define Learning Outcomes. 9. Show an understanding of ‘good feedback.’ 10. Identify the qualities that make a good tutor/teacher.
Internal Assessment	<ul style="list-style-type: none"> • Completion of Course Costing Project. • Completion of Foundation Unit Worksheet.
External Assessment	<ul style="list-style-type: none"> • Verification of Internal Assessment.
Links to Key Skills	<ul style="list-style-type: none"> • Completion of this Element is designed to assist candidates in acquiring practical skills that may be used in achieving Key Skills Communication Units up to Level 3, including elements C3.1a, C3.1b, C3.2, C3.3

3. Study Skills & Assessment

Many of the STA training courses have a large element of self-study as well as the required hours with tutor contact. Some of the participants who may not have undertaken a study course for a considerable time may find some difficulties with the course. This chapter should help course members to make their study time more effective and also to help participants to cope with the assessments which are necessary in the course.

Each unit of the course gives the required reading and the learning outcomes which must be fulfilled to complete it. The method of assessment is also stated. Worksheets need to be filled in for each unit, the facts needed for these can be obtained from the manual. These are marked by the tutor and may have short answer questions, essays and lesson plans. A multi-choice assessment is completed at the end of each unit without the aid of the manual. The other parts of the courses have further assessments both practical and theoretical and all of these need to be kept in mind throughout the course.

Starting the Course

It is important to realise that the course will take up much more time than is required to attend lectures and practical sessions. Most people these days have only a limited amount of spare time to study and it is vital that this time is used wisely. Study time needs to be organised systematically so make sure that you understand how much time you will require and set aside study time on a regular basis. This time should be quiet and uninterrupted. Some people manage study time well and easily stick to their own goals whereas others put off tasks so that they are rushing to finish work close to the deadline. It is important to identify which type of person you are and realise that being organised can save time in the end.

Reflect on the following-

Do you:

- underestimate the length of time it takes to do certain tasks.
- put off tasks until later so that you are always behind.
- hop from one task to another rather than finish one at a time.
- plan your work but then allow other people to

distract you.

- stick to your plans whatever else happens.

If you belong to the last category planning study time maybe easy for you but if you have said 'yes' to one or more of the other questions better organisation may be needed.

Setting Goals

Setting goals is rather like making a map of where you want go, deciding on the route rather than just setting out and hoping to get to the right place.

It is important to decide exactly what goal you wish to fulfil from the course you are undertaking.

Do you:

- want the qualification with as little effort as possible?
- want the qualification and also to acquire as much knowledge about the subject as possible?

The more knowledge you wish to acquire the greater the effort will be needed over and above that required to pass the examination. The satisfaction obtained will also be far greater. To achieve this you need to set goals regarding your study time and ensure that you stick them.

The amount of study time needed will differ from person to person. A good idea is to time exactly how long it takes you to do the studying and assessments for unit I and set aside at least that amount of time for each of the rest of the units in the course.

- Set aside a quiet area without distractions to use for studying.
- Plan a study schedule taking account of any commitments which you already have. Say a firm 'no' to any more requests for your time for the duration of the course. Tell family members and friends that you have work to do and do not let them disturb you whatever happens.
- Set priorities in your studying.

Obtaining Information

The information needed for the course will be obtained in different ways these are -

1. Listening to the tutor.
2. Reading course material or material from

- other sources of information.
3. Watching practical demonstrations, other people teaching or videos.
 4. Practising and doing demonstrations.
 5. Taking teaching sessions.
 6. Describing skills.
 7. Making notes and completing worksheets

All of these are important but it is estimated that we remember about 10% of what we hear, 50% of what we see and 90% of what we do. Learning involves understanding, remembering and doing the relevant activities.

It is up to the student to make the best use of all of the methods of gaining information.

Listening

It is important that when listening to a lecture that you listen carefully without 'switching off', that you make sense of what you are hearing and ask questions if you do not. Avoid trying to write down exactly what the lecturer is saying, the lecture will be too fast and you will lose the sense of it. A good idea to make a note of keywords or phrases that may help you to remember the spoken word or to mark the manual if this is being used. Some lecturers give handouts of notes, if given prior to the lecture highlight important points. The tutor may point out key areas of the lecture, make a note of these.

Seeing

This includes reading and watching.

Reading

It has been established that on reading a book or document for the first time only about 40% of the information is retained and therefore it is necessary to read a book or document a number of times to extract all of the information. It may be easier to read through the work very quickly on the first occasion to get an overview of the whole and then select passages that require more study. It may help to underline keywords or areas of interest with a pencil. Look for other reading on the subject matter to get other ideas, videos or the internet may give extra information and interest. Whilst reading it is important to have understood what you read in the text. Make notes of any queries that you may have to ask the tutor or colleagues about.

Watching

Watching demonstrations and other people teaching is a vital part of learning; this may be the tutor, colleagues or other teachers. Watching students is also very important. Skill analysis is part of the course and close observation is

necessary for this.

Performing the Demonstrations, Teaching and Describing Skills

You may have read about what to do, you may have seen others do it but the best way of learning is to do it yourself. You need to describe the skills to others, to demonstrate them and then to watch students trying to do what you are asking them to do. You need feedback on the correctness and validity of your performance and also to be able to evaluate honestly the work that you are doing. You need to experience that the skills you are teaching are progressive in nature and that the students are learning from you.

Demonstrations can be practised in front of a mirror so that you can watch what you are doing. Use your fellow course members to watch you and to offer constructive criticism. The tutor will also provide feedback on your performance. Course members can join together to practise explaining skills.

Note-taking

STA courses have very comprehensive manuals and not everyone will feel the need to take notes of either lectures or other further information gained from reading or the internet. You may like to underline keywords or phrases in the manual or add relevant points at the side of the text. If taking notes an indexed notebook or a box file and cards can be used. Always note where the information came from, the title, the author and the contents so that you can easily locate the source of the information again. When making notes from whatever source use keywords or phrases which help you to understand the gist of the work. Leave spaces so that you can add additional points later. Make sure that your notes are legible.

The Role of the Tutor

The tutor to the course should endeavour to make the course as interesting and as stimulating as possible.

Their role is to motivate the participants to want to learn more about the subject and to facilitate the learning of the students. The tutor should clarify the learning outcomes of the course and make sure that you understand the assessment procedures. Information about resources for the course should be available. The tutor should be approachable so that the students feel that they can ask questions and ask for help. The tutor should watch the course participants teach, mark written work and offer constructive criticism on all of their work.

The Role of Course Participants

Pre course work should be completed as instructed. Course participants must realise that there is a specified number of hours laid down for the course which must be adhered to and that extra study time is vital. Worksheets should be presented on time. Prepare for tutorials beforehand so that any questions can be asked and any areas of difficulty clarified. Participants should ask for feedback if it is not given. It may be possible to set up a group of participants so that learning and revising takes place together.

Assessments

During the course and on completion you will be assessed by a number of different techniques as set out below; the types of assessment applicable to each unit are contained in the Unit Specifications detailed in the previous chapter. All assessment components must be satisfied for all units.

Types of Assessment

Worksheets - internally assessed.

These occur at the end of each unit. They may be filled in with the manual open or the participant may prefer to attempt them from memory. They vary in content from short answers to essays and may also ask for lesson plans and course plans.. It is important to read the questions carefully. Answer only what is asked. If you are asked for six points make sure that you have the correct number. Stick to the points required. Remember that usually the space allowed in the worksheet is sufficient for your answer.

Practical Assessments- internally and externally assessed.

The tutor will be observing and assessing candidates during the course as on. There will also be a practical examination.

Remember:

1. look tidy and professional.
2. act in a professional way at all times.
3. consider safety factors.

Examination Marking

To pass the practical skills assessments the candidates must be assessed as being competent in every skill indicated by the qualification's Specifications and Guidance section and summarised on the Examination Sheet. The examiner is required to complete the appropriate Examination Sheet by placing a tick to indicate competence or a cross to indicate not competent in the left hand column and written comments in the appropriate comments box to support the decision. The candidates must have ticks in all the sections to achieve a pass; the examiner may supplement the assessment with a verbal question to establish competence (it is not the examiners responsibility to teach a candidate the correct techniques).

- **Competent** - indicates a standard of performance that is expected, following the criteria given in a safe, prompt and effective manner.
- **Not Competent** - indicates an inability to perform safely to the required standard.

Written Examinations- internally or externally assessed.

Manuals and other written materials are not permitted in the examination room during the written examinations.

Multi-choice Questions- internally or externally assessed.

Two types of multi-choice assessment papers are used; end of unit papers and end of course papers. The papers will give a choice of four answers one of which is correct.

Notification and Certificate

Provided that all of the above requirements have been satisfied the STA will issue notification of the results and the certificate, to the candidate, within 28 days of receipt of the required paperwork and fees from the course organiser.

Separate Unit Certificates will not normally be issued but are available, if required, subject to an additional fee.

Successful candidates who apply to join the STA will receive full membership benefits including £10,000,000 Public Liability insurance. For further details please contact the STA.

4. Course Planning

Course Organisers

STA training courses can be organised by:

- a) Members of the Association,
- b) Local Authorities,
- c) Leisure Centres,
- d) Educational Establishments.

Non-members of the Swimming Teachers' Association are permitted to organise courses subject to prior approval from STA Awarding Body.

All courses must be run in accordance with the **General Examination Regulations** set out below.

General Examination Regulations

1. The Course Organiser must ensure that all candidates complete an Examination Application Form and pay the appropriate fee to the STA.
2. All candidates must be in possession of the appropriate STA training manual; the Portfolio section must be properly completed.
3. On completion of the examination the candidate will be provisionally notified of the result; this is conditional on the candidate having complied with the regulations and on STA carrying out any necessary checks; STA will issue confirmation in writing within 28 calendar days.
4. Completed theory examination papers must not be altered or defaced in any way; all unused theory papers **must** be returned to STA.
5. Any candidate, who fails to achieve the required standard for a pass in ONE or more section/s, may apply to be re-examined in the failed section, or sections without the necessity of attending an approved course. In this event the examination must be taken within:
 - 6 months of being notified of the failure for swimming teaching and swimming pool and spa plant courses.
 - 6 weeks of being notified of the failure for Aquacise, Manual Handling, Customer Care and NaRS qualifications.
 - 13 weeks from the start of the course for NaRS FAW courses.
6. Applications for re-takes, either for a single section or for the complete examination,

should be made to the STA on the 'Course Application Form (2) - Re-takes' form (CAPP 2) this is downloadable from the awarding body section of the STA website (sample copy on page 26) and completed by the original Course Organiser or Tutor.

7. If a candidate fails to pass a re-examination, they will not be permitted to re-sit the examination without attending an approved course of instruction leading to the certificate in question.
8. It is permissible, when necessary, to arrange for 'special consideration' to be given to candidates who suffer temporary illness, injury or indisposition, be it emotional or physical, that may affect performance at the time of assessment (see STA Awarding Body Policies section).
9. It is permissible, when necessary, to make reasonable adjustments for candidates with particular requirements to enable them to access fair assessment and demonstrate attainment (see STA Awarding Body Policies section).
10. When a candidate, having commenced a Practical or Theory Examination, cannot for any reason continue, the Candidate will be deemed to have failed that examination.

Where a physical disability (verified by a doctor's certificate) prevents a candidate from undertaking a rescue test, this is not a bar to them becoming a swimming teacher but the certificates will be endorsed to be only effective when full lifeguarding facilities are in place.

Examination Venues

Theory Examination

The room should be quiet and large enough. It must contain sufficient furniture to accommodate all the candidates in comfort while they carry out the examination.

Practical Examination

The duration of time that the pool will be hired depends on the size, the number of candidates, the number of examiners and the number of simulated casualties that are available.

The course organiser or his representative is expected to be present for the duration of the practical examination.

Examiners

The course organiser is responsible for providing examiners approved by the Association.

An examiner may not examine more than 3 consecutive courses tutored by the same tutor.

Examiners must be completely independent from tutors. People in the following close relationships may not examine for each other:

- Husband and Wife
- Live-in Partners
- Members of the same family

Tutors/Teachers/Examiners **must not** assess or examine members of their own family.

Invigilator

A suitable invigilator for the final multiple-choice examination papers can be the course tutor or the examiner. The regulations must be followed and the Invigilator Form signed by the invigilator and witnessed by one of the candidates. The course examiner will record the candidates scores on the appropriate marking sheet and all the examination papers must be returned to the STA including those unused.

Planning a Course (1)

When planning a course the tutor should refer to the Course Planning Flow Chart on page 20, many tutors find it useful to use the Course Organisers Checklist on page 21.

Establish Demand

Organising a training course is time consuming and can involve a considerable financial investment. It is therefore essential that courses are only organised where there is sufficient demand to justify the investment.

Costing the Course

Organisers should refer to The Economics of Running a Course below for further details.

Fix prices

The costs of running a course vary considerably, pool hire is usually the largest cost and rates vary significantly between different pools.

The STA have no recommendations for the price that should be charged for a course. Having established all of the likely costs involved organisers should fix their own price based on:

- The costs of running the course
- The projected number of candidates
- The profit margin required

Book Facilities

As soon as the decision has been made to proceed with the course all of the facilities, as set out above, should be booked.

All booking should be confirmed in writing.

Advertise the Course

Many courses are organised on the basis of having a core of known candidates but more are required to make the course financially viable.

Training courses can be advertised in the local press or, with permission, in the reception of suitable venues such as pools, leisure clubs, universities etc.

Once courses are registered with the STA they will appear on the STA website. This can produce more candidates.

Registration

Courses must be registered with the STA in accordance with the STA Course Registration Procedures set out in chapter 3.

Planning a Course (2)

At least 28 days before the course commences the Course Organiser will have:

- Registered the course with the STA
- Carefully checked the verification from the STA and advised them of any errors
- Supplied any further information required by the STA
- Checked the contents of the pack received from the STA
- Completed the course planning:
 - o Prepared the Scheme of Work (see below).
 - o Planned every session in detail (See Planning the Classroom Sessions on page 51).
 - o Prepared lecture notes and handouts (See Delivering an Effective Lecture on page 51).
 - o Prepared homework (See Homework Setting and Marking on page 56).

Scheme of Work

The Scheme of Work is a timetable detailing, by session, the topics that are to be taught and tasks that need to be undertaken.

Preparing a Scheme of Work is not easy, particularly for the novice tutor. Within the timetable time must be found to cover:

Classroom Sessions:

- Feedback on homework
- Feedback on pool sessions
- Feedback on previous classroom sessions

- Individual sessions with candidates
- Revision of prerequisite qualifications
- Assessing initial skill levels
- Candidate administration – collecting fees etc
- Dealing with problems including difficult candidates, personality problems and potential examination failures
- Question and answer session
- Setting homework
- Revision
- Examination preparation
- Lecture time to cover the entire syllabus at the correct level

Pool Sessions:

- Assessing initial skill levels
- Revision
- Examination preparation
- Assessed teaching practice as required by the specification
- Pool time to cover the entire syllabus at the correct level

Having prepared a Scheme of Work it may need to be modified as the course progresses to reflect the ability of the group. Tutors should always allow time for contingencies.

Sample Schemes of Work are contained within the Technical Unit.

Tutors, when producing a Scheme of Work should bear in mind the considerable amount of time that they will spend in marking and preparation. This can create particularly acute problems in courses run over a short space of time.

Planning Considerations

When planning a course it is often tempting to structure the timetable within the bare minimum time requirement. With able, competent and committed candidates and with efficient and effective lecture deliveries and practical demonstrations from the course tutor(s), you may not experience too many problems.

The precise order in which topics are covered is at the discretion of the course tutor provided that all topics are covered at the required standard. There tends to be a natural order of teaching as set out in the sample schemes of work and moving too far from this may cause difficulties or lengthen the course time.

The prior level of knowledge and skills of the candidates can materially affect overall course time.

Consideration will need to be given to the changes required if the practical sessions precede the theory sessions.

Problems can and do arise however when you have a candidate who has difficulties assimilating the course material in the time allowed, or has problems during the practical sessions in perfecting the skills.

Apart from these 'weak' candidates you may also have the over-confident candidate. Both these members of the course may require some additional and often individual attention.

It is advisable when sending out application forms to ask for some details of personal profile from prospective candidates, but the information that you will receive will not generally identify these problem areas. These types of problem often only become apparent after the first session.

You will need to be aware of the specific difficulties facing the slow learner or dyslexic candidate. Find out sympathetically from them the extent of their problem and how best the course tutor can provide help and support for them.

Early setting and marking of homework questions and worksheet assignments can give some direct feedback as to the candidates abilities and competencies. This feedback is essential if you are to make appropriate changes in your teaching programme.

The over confident candidate can often provide a significant threat, especially to the inexperienced teacher. You must ensure that what you are teaching is correct and accurate and you must therefore be confident to defend your statements when questioned.

The STA course programmes provide an excellent guide to both content and depth. Make sure that you know the appropriate syllabus fully and don't be tempted to teach beyond the syllabus or be distracted from it by the 'persistent interrogator'.

Often it is the over-bearing candidate who 'confidently' makes an inaccurate statement or who performs a practical demonstration which is incorrect and therefore potentially dangerous. It is your duty in these cases to point out the error, in a firm non-threatening manner.

Differentiation

You must be aware when planning your course of the range of abilities and personalities that course

members are likely to have, and that these will only really become apparent as the course progresses.

Ensure that you obtain accurate feedback from candidates as soon as possible and attempt to create a supportive learning environment that will cater, if possible, for the whole range of abilities. Remember, as well as people with learning difficulties, the high achiever that needs to be stimulated, otherwise they could become a disruptive influence.

Your timetable will therefore need to be flexible enough to accommodate changes when necessary.

On completion of the course however it may be your considered opinion that an individual candidate is not yet ready for the practical or theory examination. In such cases it may be wise to suggest a postponement of the examination to some future time, perhaps at the end of your next course.

The STA, as a teaching organisation, is well aware of the difficulties experienced with candidates' learning, reading or writing difficulties and are very happy to advise on alternative forms of assessment for such candidates. Please do not hesitate to seek this advice if you are unsure of the appropriate action to take.

Risk Assessment

An assessment of risk is a careful examination of procedures and identifying aspects that could cause harm to people, to establish whether enough precautions have been taken or whether more precautions need to be taken. As part of the risk assessment, tutors will need to consider all the hazards and risks associated with the teaching and the pool environment.

- A **hazard** is anything that may cause harm.
- A **risk** is a chance, great or small, that someone will be harmed by a hazard.

A sample of a risk assessment form suitable for use by swimming tutors is on page 19. The form should be completed prior to the start of a course.

Tutors should ensure that they are aware of all changes in risk by:

- Carrying out a visual inspection prior to every session.
- Requesting pool management to advise on all changes to procedures.
- Seeking a verbal update from pool staff on duty.

The risks that should be assessed are set out below:

Pool Environment Risks

Normal Operating Procedures (NOP)

All pool operators should produce an NOP covering the normal operation of the pool. This may contain instructions restricting teaching to certain areas of the pool e.g. well away from flume outlets or other hazards. The tutor should ask to see a copy and abide by any restrictions contained in the NOP.

Emergency Action Plan (EAP)

All pool operators should produce an EAP covering the emergency procedures for evacuation etc. The tutor is responsible for his or her candidates and must ensure that he or she knows the emergency procedures and that they are suitable for the group being taught. The tutor must know where all of the emergency exits are, and not just the nearest one, as this may be blocked. Special consideration will be needed when dealing with courses that have pupils who are very young, frail or have disabilities.

Property Defects

On occasions there may be property defects on the poolside which poses a potential hazard; e.g. a loose tile or a broken cover plate. The tutor should inform the pool management AND should also inform the candidates. If, for any reason, there are pupils/ participants who are unable to understand the danger the tutor should seek assistance from a responsible helper.

Pool Features

Irrespective of whether the NOP prohibits teaching in certain areas of a pool the tutor should consider the effect of pool features such as a flume, rapids and wave machines and not teach in an area influenced by these features.

Lifeguard Cover

There is no statutory requirement for a pool operator to provide any lifeguards; nor is there a statutory requirement that lifeguards are qualified. The tutor should satisfy him/herself that there is adequate and competent lifesaving cover available; this could be the tutor provided that they are appropriately trained and have assessed any risks.

Water Quality

If the water looks to be of poor quality i.e. cloudy or there is debris present, the pool manager should be informed and the quality checked prior to the session taking place. This situation may also occur

during a session when similar actions should be taken.

Water Temperature

The ideal water temperature for teaching swimming and Aquacise is 28°C to 30°C. For teaching the very young or those with disabilities a higher temperature of 29°C to 31°C is desirable. The tutor should be aware of the risks of teaching when the water is too cold, particularly the very young. Hypothermia can occur very quickly. If the water temperature is too high dehydration can result. If the water temperature is outside the above range the pool management should be informed.

The working environment (regulations 6, 7, 8, 9 and 10)

These Regulations deal with the physical characteristics of the immediate workplace environment and (in conjunction with the ACoP and guidance) determine minimum standards covering such matters as:

- a) ventilation
- b) temperature
- c) humidity
- d) lighting
- e) cleaning
- f) room dimensions and space.

For most indoor workplaces the combined effect is to establish a need for:

- a) reasonable comfort
- b) reasonable cleanliness
- c) proper illumination
- d) adequate free space.

The temperature in workrooms should normally be at least 16 degrees Centigrade.

The total volume of the room, when empty, divided by the number of people normally working in it should be at least 11 m³ (measured up to three metres from the floor). This figure does not apply to teaching areas or meeting rooms, kiosks or shelters.

The environmental aspects of the Regulations apply to the workplace, although existing education standards for students' working space, temperature and ventilation etc may be relevant. For example, detailed specifications for lighting and thermal environment are set out in the Department of Education and Science (DFEE) Design Note 17 Guidelines for environmental design and fuel conservation in education buildings (Ref 4).

Great care needs to be taken when temporary portable appliances are brought in during extremes of hot or cold weather, particularly in

mobile classrooms. Portable gas heaters, for example, can cause fire, explosion and toxic risks and their use as a permanent form of heating is not recommended.

Using extra electrical heaters/ventilators also needs careful monitoring to guard, among other things, against electrical overload.

Redecoration may be required when the internal finishes of a workplace can no longer be kept sufficiently clean.

In some educational workplaces (pottery studios, laboratories, workshops etc) there may be particular health and safety aspects relevant to the cleaning process. These need to be addressed with reference to assessments made under the Control of Substances Hazardous to Health Regulations 1994 (Ref 5).

Policy Item R33.50-1 RE: Occupational First Aid - Instructors and Training Agencies - Requirements for Classrooms

BACKGROUND

1. Explanatory Notes

Section 33.50(1) sets out the floor space requirements for classrooms used for instructing first aid attendants

2. The Regulation

Section 33.50(1):

The classroom used for instructing first aid attendants must meet the standards of the board for floor space for practical demonstration and class practice.

POLICY

The Board requires that the classroom must have sufficient clear floor space to practice first aid without any physical barriers that would impede student practice or cause harm to any student. A minimum of 500 sq. ft. of clear floor space must be provided.

PRACTICE

For any relevant PRACTICE information, readers should consult the Prevention Division's OHS Guidelines available on the WCB website.

The Economics of Running a Course

The financial outcome of running a course is totally the responsibility of the course organiser. The STA cannot be responsible in any way for losses incurred; the course organisers must satisfy themselves with the viability of a proposed course before committing themselves.

To assist organisers in assessing the viability of a proposed course it is strongly recommended that each projected course is carefully costed; a sample

Course Costing Form is on page 22. The costs that will need to be covered include:

- **Pool Hire**
- **Lecture and Examination Room Hire**
- **Tutors**
The STA can advise on the current recommended levels; provision may be required for travel and accommodation costs.
- **Examiners**
The STA can advise on the current recommended levels; provision may be required for travel and accommodation costs.
- **Invigilators**
The STA can advise on the current recommended levels; provision may be required for travel and accommodation costs.

- **Other Expenses**
Other expenses which will need to be covered include hire of equipment such as an overhead projector. In addition there will be many incidental expenses such as telephone calls, postage, paper, advertising and the travel and out of pocket expenses of the organiser.
- **Registration Fee**
- **STA Membership** (if applicable)
- **General**
Do not forget to include full provision for VAT (many prices quoted exclude VAT which is 15%) and also make an allowance for contingencies.

Notes page



Safety Training Awards



The Awarding Body of the STA Swimming Pool Risk Assessment Form

Pool _____

Manager/ Contact _____ Phone No. _____

Pool Details:

Length _____ Width _____

Minimum Depth _____ Maximum Depth _____

Bottom Profile	Sloping		Flat		Movable		"V"	
----------------	---------	--	------	--	---------	--	-----	--

Awareness of associated risks:

- Inlets
- Outlets
- Grids
- Steps
- Diving Blocks

Awareness of pool features:

- Diving pit
- Flume
- Rails
- Scum troughs
- Deck height
- Other

Attach pool plan from management or attach simple sketch plan indicating risks, features, safety points (first aid box, rescue equipment etc.) and emergency evacuation routes.

NOP examined on _____

EAP examined on _____

Note any special requirements

Emergency evacuation routes examined on _____

Note any special access problems for those with disabilities

Level of Lifeguard cover checked on _____

Note level of cover and division of responsibilities

Who is responsible in the changing rooms _____

Tutors name _____ Signature _____

Date of this assessment _____ Date of last assessment _____

Reason for assessment

Initial Course assessment Periodic review Change of equipment/ procedures

Note: The above form should be completed prior to the first session at a pool new to a tutor; it should be regularly updated if the pool is continually being used for courses.

Course Planning Flow Chart

1. - At least 3 months before the projected course start date

The Course Organiser should:

- Establish demand
- Cost course
- Fix prices
- Book facilities
- Advertise the Course
- Obtain a CAPP Form from STA or from www.sta.co.uk



2. - At least 28 days before the projected course start date

The Course Organiser should:

- Complete the CAPP Form and despatch it to the STA
- Have prepared a detailed Scheme of Work
- Planned in detail each session
- Prepared lecture plans, lecture notes and handouts.



3. - Approximately 7 days after course registration

The STA verifies the CAPP data and despatches to the Course Organiser:

- Confirmation of the CAPP Form, with details of further information required
- Sufficient training manuals for all candidates
- 2 Copies of Start of Course Declaration and Course Register Form (CREG)
- Candidates Evaluation Forms
- All other required documents including Examination Pack

On receipt of the above the Course Organiser should:

- Check the contents agree with the list provided
- Distribute the training manuals to the candidates for study prior to the course commencing



4. - Immediately after the first session

The Course Organiser should:

- Complete one copy of the Start of Course Declaration and Course Register Form (CREG)
- Send to the STA:
 - The completed Start of Course Declaration and Course Register Form (CREG)
 - Registration Fees for all candidates
 - Surplus training manuals

Please note:

With short courses this can be combined with 5 below; but if the above is not received by the STA within 10 days a £25 administration fee is payable by the Course Organiser



5. - Immediately following the examination

The Course Organiser must return to the STA:

- Completed practical examination forms
- Completed theory examination forms
- Completed CREG Form
- Prerequisite Certificates
- STA membership forms (if applicable)
- Any surplus examination papers or forms

Please note:

With short courses this can be combined with 4 above

Course Organisers Checklist

Course Organisers must comply with the Rules and Regulations of the Association, as laid down from time to time. Further information is available from the Association. The following may be used as an aide memoir.

Requirements	Contact	Date
Arrange a timetable		
Arrange pool time		
Arrange 'dry' time (lectures/resuscitation)		
Advertise course		
Register course with STA, at least 28 days notice		
Arrange Examiners		
Arrange Tutors		
Arrange Invigilators		
Arrange for children/parent & babies/casualties etc to attend		
Prepare lesson plans		
Check all notes and forms received from STA		

Course Costing Form

TYPE OF COURSE: NUMBER OF CANDIDATES:

DETAILS OF COSTS	Number/ Hours	Cost Each	Total Cost	
			£	p
Hire of Pool				
Hire of Lecture Room				
Hire of Examination Room				
Tutor(s) including Expenses				
Examiner(s) including Expenses				
Invigilator including Expenses				
Hire of Equipment				
Postage & Telephone				
Advertising				
Organisers Expenses				
TOTAL COSTS (1)				
Add Contingencies				
TOTAL COSTS (2) including contingencies				
Cost per Candidate = TOTAL COSTS (2) divide by No. of Candidates				
Add Registration Fee per Candidate				
MINIMUM COST TO CHARGE EACH CANDIDATE TO BREAK EVEN				
PROPOSED CHARGE PER CANDIDATE				

The difference between the Minimum Cost per candidate and the Proposed Charge per candidate multiplied by the number of candidates is the profit target for the course. This profit will only be achieved provided that the costs are no more than the Total Costs (2) and provided that the number of candidates is at least as great as stated above.

Do not forget to include for the costs of a NaRS prerequisite course where this is necessary.

5. Course Registration

The STA operates a simple, but fully computerised, course registration system. Forms are available to download from www.sta.co.uk.

It is essential for the smooth running of courses that the procedures are adhered to. An organiser who is unsure or who has difficulty complying with the procedures should contact the Registration Department of the STA.

Course Registration Procedures

The following procedures apply to the registration of all Courses:

1. STA training courses can only be organised by STA approved Course Organisers. A **Course Organiser Application Form** is available from the STA or can be downloaded from www.sta.co.uk.
 2. All Courses must be notified to the Course Registration Department at least 28 days before a Course is due to start. The details must be submitted on the **Course Application Form (1) - Certificate & Re-Validation Courses (CAPP 1)**, this is downloadable from the awarding body section of the STA website (sample copy on page 25); all sections of the **CAPP 1 Form** are to be completed, any subsequent alterations to the information provided must be notified to the Course Registration Department in writing before the course start date. (There is not a charge for registration)
 3. If there is a genuine reason for a late registration you may now register Courses between 14 - 28 days before a course is due to start; however if this becomes habitual a short notice administration fee of £25 will be charged.
 4. It may not be possible to fulfil registrations that are received within the 14 days before a Course is due to start, these requests will be considered on an individual basis and charged appropriately (£25 + any additional delivery charges).
 5. For registrations within the 28 days notice required please contact the Course Registration Department for approval.
 6. Within 7 days of receipt, by the Registration Department of a **CAPP 1 Form**, acknowledgement and confirmation will be sent to the Course Organiser. This should be carefully checked and any discrepancies should be reported to the STA immediately.
 7. At least 14 days before the course start date a **"PRE-COURSE PACK"** will be sent to the Course Organiser. This will contain:
 - a) **Candidate Application Forms** one per candidate.
 - b) Appropriate **Course Manual** one per candidate and supporting course specific material; **it is the duty of the Course Organiser to ensure that candidates have their manuals well before the course starts and are informed of any pre-course work required.**
 - c) 2 copies of the **Course Register and Start of Course Declaration Form (CREG)**. (Sample copy on pages 39 & 40)
 - d) **Course Evaluation Forms** one per candidate.
 - e) **Practical Mark Sheets** one per candidate
 - f) **Theory Examination Papers** one per candidate.
 - g) **Oral Questions**, where required.
 - h) **Examination Order No. Form**, where required.
 - i) 1 copy of:
 - **"Examination in Progress" sign.**
 - **Invigilators Instructions.**
 - **Theory Answer Paper.**
 - **Tutor Feedback Form.**
 - **Examiner Feedback Form.**
- Upon receipt of the Pre-Course Pack the Course Organiser should check the contents and inform the Course Registration Department immediately of any discrepancies. Examination papers arrive in a sealed envelope, check the window to ensure that the correct number of examination papers have been sent.
8. One copy of the **CREG / Start of Course Declaration Form** must be returned to the Registration Department immediately after the first course session, together with the completed and signed **Candidate Application Forms** and all **STA Registration Fees**. All copies of **Manuals / Guidance Notes** sent in excess of the number of registered candidates must be returned to the STA; those not returned will be charged to the Course Organiser.

If after TEN DAYS the completed CREG / Start of Course Declaration Form, Candidate Application Forms and STA Fees (or Purchase Order) have not been received by STA an administration charge of £25 is automatically charged to the Course Organiser.

Course Documentation Timetable

The STA operates a computerised tracking system based on the following key dates supplied by Course Organisers on the **CAPP 1 Form**:

- Course Registration Date
- Course Start Date
- Practical Examination Date
- Theoretical Examination Date

The Course Registration Department must be notified in writing prior to the start of the course of any subsequent changes to the information supplied. Provided that the **CAPP 1 Form** is received by the due date the following timetable will be operated by STA. The timetable does not apply to courses run over a weekend or less. For these, the Course Organiser must make individual

arrangements with the Course Registration Department to ensure that a mutually acceptable timetable is agreed.

Incorrect CAPP Letter

The Course Registration Department will issue the 'Incorrect CAPP Letter' for incorrect or incomplete CAPP forms received (sample copy on page 27). The Course Registration Department will indicate on the letter either of the following:

- a. The CAPP form is incomplete. We have registered the course but we require the information indicated below to be forwarded to the STA, in writing, within 14 days. Failure to supply this information may lead to this course being cancelled.
- b. The CAPP form is incomplete and therefore we cannot register the course. Please resubmit a correct CAPP form.

Failure to comply with the letter's instructions will result in the course not being successfully registered and therefore the course will not be permitted to run.

Course Documentation Timetable	
1.	Course Registration At least 28 calendar days before course commences
2.	Registration acknowledged by the STA Within 7 working days of receipt by the STA
3.	Pre-Course pack - including Practical Examination Pack To be received by Course Organisers at least 14 calendar days before course commences
4.	Course Organiser returns to the STA <ul style="list-style-type: none"> • Completed Examination Application Forms • Completed CREG Form • Completed Course Declaration Form • STA Registration Fees for all candidates Within 10 calendar days of course commencing
5.	Practical examination papers returned to the STA These must be sent to the STA within 24 hours
6.	Completed theory papers returned to the STA (where used) These must be sent to the STA within 24 hours of the examination
7.	Candidates informed of results Within 28 calendar days
8.	Results to Course Organisers Within 28 calendar days
Note: With short courses 4, 5 & 6 can be combined and returned together.	



Safety Training Awards



The Awarding Body of the STA

Course Application Form (1) - Certification & Re-Validation Courses

Please complete using block capitals

Course and Venue Details		(See overleaf for codes)	Certification		Re-Validation		Additional Units
Type of Course			Ongoing	Conversion	Update	Delete As Appropriate	
Course start date _____		No of sessions _____		Total contact hours _____			
Theory Examination Date _____		Practical Examination Date _____					
For a NaRS (PL) and NaRS (PA) is a Spinal Unit to be included? (mandatory when board available)							YES / NO
Course Organiser				Course Venue			
Name _____							
Address _____							

Post Code _____							
Telephone _____							
Despatch Manuals to:				Send Invoice to:			
Name _____							
Address _____							

Post Code _____							
No of Portfolios*/Manuals held _____			Purchase Order No _____				
From course Ref: _____			Note: The Course Organiser is responsible for paying the Registration Fees to the STA. If a third party is to be invoiced the official purchase order must be attached.				
No of Portfolios* required _____			* Only applicable to STC (F), STC(ST) Courses				
No of Swim Books* required @ £20 each _____							
The Course Tutor and Examiners will be: (the Tutor & Examiners must be on the STA approved list).							
Tutor Name & Address _____							
(if different to Organiser) _____							
Daytime Telephone No. _____		Membership No. _____					
Examiner _____		Membership No. _____					
Examiner _____		Membership No. _____					
Examiner _____		Membership No. _____					
Invigilator* _____		Membership No. _____					

I confirm that the facilities I am using to run the above course fully comply with the requirements of the Health & Safety at Work Act and the Equal Opportunities Act. If you do not wish to advertise on www.sta.co.uk tick here.

I anticipate that there will be _____ candidates on the course and I confirm that immediately after the course starts I will return to the STA:

- STA Candidate Application Forms, fully completed and signed, for ALL candidates.
- Start of Course Declaration / CREGG Form together with STA Registration Fees for ALL candidates.
- All training manuals received by me that are in excess of the number of candidates finally registered.

Signed: _____ Date: _____

Course Organisers must also submit a course timetable with this Application Form

If this form is not received by the STA <u>AT LEAST 28 DAYS</u> before the starting date for the course we cannot guarantee delivery of manuals	Course Ref No
---	---------------



Safety Training Awards



The Awarding Body of the STA

Course Application Form (2) -Re-takes

Please complete using block capitals

Course and Venue Details		(See overleaf for codes)		Delete as appropriate
Type of Course			Re-take of Practical / Theory	
Course Organiser		Examination Venue		
Name				
Address				
Post Code				
Telephone				
		Date		
Send Invoice to:				
Name			Note: The Course Organiser is responsible for paying the Registration Fees to the STA. If a third party is to be invoiced the official purchase order must be attached. Purchase Order No: _____	
Address				
Post Code				
Examiner	_____	Membership No.	_____	
Examiner	_____	Membership No.	_____	
Examiner	_____	Membership No.	_____	
Invigilator	_____	Membership No.	_____	
The candidate details are:				
Original Course Ref:	Candidates Name	Candidates Examination Reference Number	Re-take Type	

I confirm that the facilities I am using to run the above course, fully comply with the requirements of the Health & Safety at Work Act and the Equal Opportunities Act.

I enclose the following:

- STA Examination Application Forms, fully completed and signed, for ALL candidates.
- STA Registration Fees for ALL the above candidates.

Signed: _____ Date: _____

Enter the "Re-take Type" as follows: 1 = Theory examination 2 = Practical - Resuscitation 3 = Practical - Rescue 4 = Practical - Other	Course Reference Number
---	--

Date: _____
 Name: _____
 Address: _____



STA, Anchor House, Birch Street,
 Walsall, West Midlands WS2 8HZ
 Phone: 01922 645097
 Fax: 01922 720628
 E-mail: sta@sta.co.uk
www.sta.co.uk

We have received a CAPP form from you for the following course:

Type _____ Start date _____ Venue _____ Course Ref _____

The CAPP form is incomplete. We have registered the course but we require the information indicated below to be forwarded to the STA, in writing, within 14 days. Failure to supply this information may lead to this course being cancelled.

The CAPP form is incomplete and therefore we cannot register the course. Please resubmit a correct CAPP form.

Information required/ reason for non-registration	√
The course start date has not been provided	
Details of course tutor/examiner* not provided	
The course tutor/examiner* is not qualified	
The course tutor/examiner is required to attend an update course	
Two examiners are required for FAW Courses	
The STA membership of the course tutor/examiner* has lapsed	
The course tutor/examiner* has probationary status only (note 1.)	
You are not able to teach and examine/organise and examine* on the same course	
Details of invigilator not provided	
The course hours does not meet the STA criteria	
The pool details are not provided or do not meet the STA criteria	
The anticipated number of candidates is not provided	
The type of course to be run is not provided	
The examination date(s) are not provided	
Full postal address of venue not supplied	
Full postal address for manuals despatch not provided	
To invoice a Third Party we require an Official Purchase Order	
You are not an approved course organiser (please sign enclosed form)	
The course schedule has not been provided	
The lead-time does not comply with STA criteria (note 2.)	
T/E Acceptance letter for the Course Tutor / Examiner* has not been received	
Please indicate which course you are transferring manuals from	
Retake course fees must be paid in advance or a Purchase Order Number included with CAPP 3 form	
We require evidence of FAW/NARSPL/NARSPH qualification or equivalent	
People in the following close relationships may not examine for each other: Husband and Wife, Live-in Partner, Members of the same family	

Note 1. Assessment must be arranged with your local Senior Tutor.

Note 2. It is an HSE requirement that a full detailed schedule is provided and that at least 28 days notice is given. If these requirements are not met the course cannot be registered.

* Delete as applicable

6. Course Administration

Proper and careful attention to course administration is essential for a successful course.

Provided the STA Registration Procedures outlined in the Course Registration chapter page 23 have been followed Course Organisers will receive confirmation of the **CAPP 1 Form**, with details of any further information required

On receipt of the above the Course Organiser should:

- Check the contents agree with the list provided
- Supply any further information required by the STA
- Distribute the training manuals to their candidates with instructions to read them and complete the personal details in the portfolio before attending the first session

Record Keeping

It is recommended that Course Organisers/Tutors/Teacher/Examiners keep records of all courses and examinations for a minimum of 5 years; these may include the following:

Attendance

- A register is required to confirm that candidates attend for the required number of course hours as laid down by the STA.
- A register is essential for safety and emergency reasons e.g. in case of fire.

Financial

- As a custodian of funds you must be vigilant and accurate in financial record keeping.
- Details of moneys received - course fees, examination fees, other extras.
- Details of expenses - pool hire, room hire, teachers' fees, STA fees, examiners fees, invigilators, advertising etc.
- Remember, if you are earning money by teaching you should declare this to the Inland Revenue; they will insist on proper records being kept.

Special Needs

- Assessment of progress is much easier if all the facts are properly recorded and readily available.

- The special needs of candidates must also be kept to enable you to properly and effectively group them.
- **THESE RECORDS MUST BE KEPT CONFIDENTIAL.**

Progress

- Remember that feedback is an important part of the learning process.
- As well as keeping a record of your students progress, encourage them to do likewise.

Lessons/Sessions

- Plan of lessons.
- Record of skills, strokes, resuscitation, knowledge and evaluation techniques.
- These should be retained in the candidates manuals for future reference.

Lectures

- A structured plan will ensure that the syllabus is fully covered and ensure a logical progress through the course without jumping from one subject to the next.

All qualifications/Examinations

- Record prerequisite qualifications, updates, examinations and reassessment.

Candidate Application Form

All fields on the application form are required to be completed unless otherwise stated.

Sex Offenders Act 1997 and the implications for Tutors when a candidate ticks the "YES" box

If a candidate for an STA course ticks the "YES" box to indicate that they have been investigated, convicted or cautioned for an offence that is referred to in Schedule 1 of the Sex Offenders Act 1997 the actions taken by the STA are:

1. To write to the candidate and seek an explanation; in many cases this is due to the candidate ticking the wrong box
2. If the candidate confirms that the "YES" box has been correctly ticked then the STA takes one of the following actions:
 - If the candidate wishes to register on an STA course that requires membership as a prerequisite then the candidate is barred from the course. The reason for this is that the STA Articles prohibit any person becoming a member who has been investigated, convicted or cautioned for an offence that is referred to

in Schedule 1 of the Sex Offenders Act 1997; therefore the candidate can not become a member and can not fulfil the course requirements to obtain a certificate.

- If the candidate wishes to register on an STA course that DOES NOT require membership as a prerequisite then the candidate is allowed onto the course provided that the Tutor is fully advised and is prepared to accept the candidate knowing of the investigation, conviction or caution.

Tutors and Course Organisers who become aware of a candidate who ticks the “YES” box should inform the STA immediately. If this occurs out of hours the Tutor or Course Organiser can adopt this policy without the need to get clearance from the STA but they must inform the STA as soon as is practicable.

Candidate's Identity

The Course Organiser or Course Tutor must complete the confirmation section indicating that he or she knows the candidate personally or that he or she has seen evidence of the candidate's identity; acceptable as evidence are:

- Passport
- Driving Licence (with photograph)
- Student ID Card (with photograph)
- Company ID Card (with photograph)
- Travel Pass (with photograph)

In the event of the inability to comply with the above a witness in a position of authority (employer, manager, teacher etc) may sign the section to confirm the candidate's identity.

The Physical Activity Readiness Questionnaire (PAR-Q)

The Physical Activity Readiness Questionnaire (PAR-Q) is designed to identify the small number of people for whom physical activity might be inappropriate and those who should seek medical advice before commencing such activity. It is mandatory for candidates attending all NaRS and Manual Handling courses including Teacher/Examiner or Tutors courses.

The PAR-Q **SHOULD** be given to candidates **PRIOR** to them attending any course and returned to the Tutor/Teacher for review. If this is not possible it **MUST** be completed by the candidate **PRIOR** to them commencing any type of physical activity and reviewed by the Tutor/Teacher. If students are under 16 years of age, they must have their parent/legal guardian complete the STA Junior PAR-Q and have their parent/legal guardian sign it.

The form has a series of simple questions with either a 'Yes' or 'No' answer. Candidates must be

encouraged to answer all questions honestly, however if they answer 'Yes' to any question the Tutor/Teacher should refer to the PAR-Q Tutors Guidelines for what actions to take. This may involve referring them to their Doctor before they are allowed to commence the course. To assist with this there is a PAR-Q Doctor's Letter available as a download from www.sta.co.uk; this is completed by the Tutor/Teacher and given to the candidate to take to his/her Doctor. Only if the Doctor's consent has been given can the candidate be allowed to commence the course.

If a candidate does not wish to complete the form, then it must be explained to him/her, that he/she will not be allowed to participate on the course. If you allow a candidate to participate on a course, then the STA will not be held liable in the event of any injury or accident. **If the candidate still refuses to complete the form and you permit them to participate on the course, you will not be insured by the STA in respect of any claim made by, or relating to the candidate.**

Once completed the form and Doctors letters, and any information disclosed on it, **MUST** be treated with confidence.

You can find the above mentioned forms on pages 33 to 38.

The First Session

A large part of the first session will be given over to non-teaching. The Course Tutor will need to:

- Introduce themselves and the candidates
- Complete the Register and Application Forms (see above)
- Collect all fees (if not already paid in advance)
- Initially assess the candidates' abilities with consideration to any reasonable adjustment requirements (see Reasonable Adjustment Policy page 59).
- Create a good learning environment
- Brief the candidates on what is expected of them and what they can expect from the course (Unit Specifications)

See also on page 50.

Immediately after the first session the **Start of Course Declaration and Course Register Form (CREG)** must be completed and returned to the STA. All registration fees must be submitted to the STA and all surplus manuals returned if not required for another course. An administration fee is payable if the above is not adhered to.

Correct Completion of Manuals

It is an STA quality assurance requirement that the Portfolio Section of training manuals are completed and signed by the Course Tutor.

The following sets out the general principles that apply to all STA training manuals:

- The Personal Details section of the Portfolio must be completed.
- Every Worksheet must be completed by the candidate and checked by the Course Tutor.
- The grid at the end of every Worksheet must be completed with:
 - The source page for further reading in respect of weak or wrong answers
 - The candidates signature
- The completion of the Worksheets must be recorded on the relevant "Unit Completion Declaration"
- All relevant "End of Element / Unit" multiple choice examination papers must be marked and the result and any referrals or recommendations must be entered on the relevant "Unit Completion Declaration"
- The "Revision of Lifesaving Skills" must be completed where it is a qualification requirement
- All relevant units must be signed off on the "Unit Completion Declaration"
- The "Completed Course Declaration" must be completed and signed by both the candidate and the Course Tutor.

Assessment of Courses

Unit Specifications

Each unit will contribute to at least one qualification. The unit specifications are a set of coherent and explicit learning outcomes and related assessment criteria (see page 8 as an example):

- The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of a process of learning.
- The assessment criteria specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved.

Tutor Assessed Courses

The tutor is responsible for performing the Internal Assessment of the course by continual tutor assessment during training and completing the 'Candidate Result Declaration' (sample copy on page 41) by ticking the appropriate boxes as indicated in the table, deleting pass or fail and signing the form along with the candidate.

The required learning outcomes for the candidates will be found in the course's Unit Specifications within the course manual.

For those training courses with an invigilated written theory examination a sealed "Theory Examination Pack", this should not be opened; it should be handed unopened to the invigilator.

Examination Venues

Theory Examination

The room should be quiet and large enough. It must contain sufficient furniture to accommodate all the candidates in comfort while they carry out the examination.

Practical Examination

The duration of time that the pool will be hired depends on the size, the number of candidates, the number of examiners and the number of simulated casualties or pupils that are available.

The course organiser or his representative is expected to be present for the duration of the practical examination.

Examiners

The course organiser is responsible for providing examiners approved by the Association.

An examiner may not examine more than 3 consecutive courses tutored by the same tutor.

Examiners must be completely independent from tutors. People in the following close relationships may not examine for each other:

- Husband and Wife
- Live-in Partners
- Members of the same family

Tutors/Teachers/Examiners **must not** assess or examine members of their own family.

Invigilator

A suitable invigilator for the final multiple-choice examination papers can be the course tutor or the examiner. The regulations must be followed and the Invigilator Form signed by the invigilator and witnessed by one of the candidates. The course examiner will record the candidates scores on the appropriate marking sheet and all the examination papers must be returned to the STA including those unused.

After the Final Assessment

Immediately following the completion of the course and any final assessments the Course Organiser should return to the STA:

- a) **Candidate Result Declaration Forms** (Tutor assessed courses only)
- b) **Theory Examination Papers**
- c) Any surplus examination papers or forms; **it is not permitted to keep, or take copies, of any examination papers**
- d) **Signed Invigilators Instructions Sheet**
- e) **Practical Marking Sheets**
- f) **Completed CREG Form (2nd copy)**

- g) Candidate **Course Evaluation Forms**
- h) **STA Feedback Form - Tutoring** completed by the examiner
- i) **STA Feedback Form - Examining** completed by the Tutor
- j) **STA Registration Fees**
- k) **STA Membership Fee** (if applicable)
- l) Evidence of all necessary prerequisites (photocopies are acceptable)

Within 28 days of STA receiving the above documents the candidates will be notified of their result.

Unless all of the above are produced the results and certificates will not be released. The Course Organiser will receive a report on all candidates, showing their marks for each section.

Course Evaluation Forms

These are to enable STA to ensure high standards, correct any shortcomings and make any improvements to courses and procedures. The course organiser/tutor will receive one form per person registered for the course (sample copy on page 42); these are to be handed to the candidates for completion at the end of the course. The candidates may return the completed forms to the tutor to be returned with the completed course paperwork, or they may opt to use the Freepost option (printed on the reverse of the form) to return the form directly to Anchor House.

STA Feedback Forms

Tutoring - This form gives the opportunity for the examiner to give comments and feedback about the examination arrangements and suitability of the candidates. If there is more than one examiner the more senior person will be nominated the Chief Examiner and will be expected to complete the form (sample copy on page 43).

Examining - This form gives the opportunity for the Course Tutor to give comments and feedback on the examiner and the examination procedures (sample copy on page 44).

Surplus / Retention of Manuals

Course Organisers are responsible for payment for all manuals that they order. Surplus manuals should be returned to STA, at the Course Organisers cost; those returned in perfect condition will be credited in full.

Manuals that are returned more than 8 weeks after the declared course start date will not be credited.

Some Course Organisers may wish to hold over surplus manuals for future courses. This is acceptable provided that the appropriate section is completed on the **Start of Course Declaration Form**.



Safety Training Awards



The Awarding Body of the STA Candidate Application Form

THIS FORM MUST BE FULLY COMPLETED USING BLOCK CAPITALS

STA Membership number if member: _____ STA Candidate number if known: _____
 *Mr/Mrs/Miss/Ms: _____ *Surname: _____ *First Name: _____
 *Address: _____

*Post Code: _____ *Telephone Number Home: _____
 *Date of Birth: _____ *Telephone No Work/Mobile: _____
 E-mail (optional): _____

THIS QUESTION MUST BE ANSWERED

* Have you, anywhere in the world, ever been convicted, cautioned or investigated by the police in relation to any allegation of a sexual offence (for these purposes sexual offence shall include any offence referred to in Schedule 3 to the Sexual Offences Act 2003). **[Delete as appropriate]**

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

By signing this form you undertake to contact the STA immediately if at any time in the future, anywhere in the world, you are convicted, cautioned or investigated by the police in relation to any allegation of a sexual offence as defined above.

* I confirm that I am under 18 years old (under 16 in Scotland) and I decline to answer this question. (✓)

The following information is required by the awarding body to monitor and review its assessment arrangements. Applicants may decline to provide this information:

Indicate your ethnic grouping, gender and disability status by ticking the appropriate boxes below:

White - UK heritage <input type="checkbox"/>	White - European <input type="checkbox"/>	White - other (known) <input type="checkbox"/>
White - type not known <input type="checkbox"/>	Black - Caribbean heritage <input type="checkbox"/>	Black - African heritage <input type="checkbox"/>
Black - other <input type="checkbox"/>	Indian <input type="checkbox"/>	Pakistani <input type="checkbox"/>
Bangladeshi <input type="checkbox"/>	Chinese <input type="checkbox"/>	Other (known) <input type="checkbox"/>

I do not wish to disclose this information

Indicate your gender: Male Female **Do you have any special needs:** Yes No

Do you have any special requirements that will affect your ability to complete the syllabus criteria for the above course? If so please give details below.

I hereby apply to take/ re-take / re-validate [delete as appropriate] the following qualification:

If a re-take state the original course details: _____ Reference no: _____ Date: _____
 If a re-validation give details of your last assessment: _____ Reference no: _____ Date: _____
 *Candidate's Signature: _____ Date: _____

To be completed by the Course Organiser or Tutor [delete as applicable]

I confirm that:

- The above named candidate is known to me personally, or**
- I have seen evidence of the candidate's identity (i.e. passport or other photographic means of identity)**
Please make sure that D.O.B. is enclosed on this form

*Signed: _____ Date: _____

Please ensure Pre-Course Health Declaration overleaf is completed

Fields marked * are mandatory



Safety Training Awards

The Awarding Body of the STA



PHYSICAL ACTIVITY READINESS QUESTIONNAIRE (PAR-Q)

SECTION 1 – Please complete this section for ALL NaRS and Manual Handling courses including T/E courses.

- | | YES | NO | |
|---|--------------------------|--------------------------|--|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | Are you pregnant? |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | Within 15-20 minutes of contact with latex, for example blowing up of balloons, wearing of rubber gloves or using any other latex product, have you ever have suffered from: - Swelling of lips/face, Itching, Redness/blistering? |

SECTION 2 – Please complete this section for ALL NaRS Pool and Manual Handling courses, including T/E courses.

- During your course you will be required to participate in a variety of practical sessions. All activities have been carefully risk assessed, and will be demonstrated by your Tutor before you are asked to perform them. However, there may still be the risk of Musculo-Skeletal Injuries from the lifting and moving of objects (and people for pool courses) and the physical activities in water. These activities will also place extra demands upon your cardiovascular (heart & lungs) system.
- In order for the tutor to train you safely and provide guidance pertinent to you personally he/she will need to know about any pre-existing condition which you may have.
- **Please read the questions carefully and answer each one honestly.**
- **If you knowingly give incorrect information the Tutor and STA can bear no responsibility for any resultant injury or pain.**

- | | YES | NO | |
|---|--------------------------|--------------------------|--|
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor? |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | Do you feel pain in your chest when you do physical activity? |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | In the past month, have you had chest pain when you are not doing physical activity? |
| 6 | <input type="checkbox"/> | <input type="checkbox"/> | Do you lose your balance because of dizziness or do you ever lose consciousness? |
| 7 | <input type="checkbox"/> | <input type="checkbox"/> | Do you have a bone or joint problem that could be made worse by a change in your physical activity? |
| 8 | <input type="checkbox"/> | <input type="checkbox"/> | Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition? |
| 9 | <input type="checkbox"/> | <input type="checkbox"/> | Do you know of any reason why you should not do physical activity? |

If you answer **YES** to any of the questions 3 – 9, then you are required to obtain your Doctors written permission **BEFORE** attending a course.

Name.....Date.....

Signature:



Safety Training Awards

The Awarding Body of the STA



PHYSICAL ACTIVITY READINESS QUESTIONNAIRE (PAR-Q) TUTORS GUIDELINES

For most people, physical activity should not pose any problem or hazard. PAR-Q has been designed to identify the small number of people for whom physical activity might be inappropriate and those who should have medical advice concerning the type of activity most suitable.

- The PAR-Q **SHOULD** be given to candidates **PRIOR** to them attending any course and returned to the Tutor/Teacher for review. If this is not possible it **MUST** be completed by the candidates **PRIOR** to them commencing any type of physical activity and reviewed by the Tutor/Teacher.
- Once completed, the form and any information disclosed on it, **MUST** be treated with confidence.
- If a candidate does not wish to complete the form, then it must be explained to him/her, that they will not be allowed to participate on the course. If you allow a candidate to participate on a course, then the STA will not be held liable in the event of any injury or accident. Your STA insurance will also be null and void.
- Candidates must be encouraged to answer all questions honestly.
- Candidates must be informed of the possible risks associated with their course and its activities i.e. Musculo-Skeletal Injuries from lifting and casualty handling, overexertion from aquatic activities etc...

Question 1

If the candidate answers **YES** to this question, she should be advised that if she feels any discomfort in any of the skills/techniques that she is performing then she is to stop them immediately and inform you. Similarly if she is asked to perform a skill/technique that she does not feel comfortable with then she should not perform it, and she must discuss it with you.

Question 2

If the candidate answers **YES** to this question, then he/she should be treated as if he/she has a latex allergy. In this case you **MUST** ensure that **ALL** equipment used is latex free i.e. gloves, manikins etc...

Questions 3-9

If the candidate answers **YES** to any of these questions, then he/she **MUST** consult with his/her Doctor and obtain **WRITTEN** permission to undertake the course. The "Physical Activity Readiness Questionnaire – Doctor's Letter", should be completed by the Tutor and given to the candidate to take to his/her Doctor for completion. On completion all information disclosed on the letter must be kept in the strictest of confidence. The letter must accompany the candidate's application form when returned to Anchor House.



Safety Training Awards

The Awarding Body of the STA



PHYSICAL ACTIVITY READINESS QUESTIONNAIRE (PAR-Q) DOCTOR'S LETTER

Dear Sir/Madam,

_____ has applied to undertake the following course:

- Pool Lifeguard Pool Attendant Poolside Helper Pool Safety Award
- Manual Handling Snorkelling Programme – (Please appropriate course)

Unfortunately he/she have answered **YES** to the following question on the Physical Activity Readiness Questionnaire (Please Question(s) answered YES to):

- Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?
- Do you feel pain in your chest when you do physical activity?
- In the past month, have you had chest pain when you are not doing physical activity?
- Do you lose your balance because of dizziness or do you ever lose consciousness?
- Do you have a bone or joint problem that could be made worse by a change in your physical activity?
- Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?
- Do you know of any reason why you should not do physical activity?

It is the Association's policy that potential course candidates who answer yes to any of these questions consult with their Doctor and seek approval to undertake the course.

For Pool Courses

The candidate will be required to participate in a variety of classroom and aquatic based practical sessions. These will place demands upon his/her cardiovascular and muscular systems.

For Manual Handling Courses

The candidate will be required to participate in a variety of classroom based practical sessions involving the lifting and moving of objects. These will place demands upon his/her cardiovascular and muscular systems.

To Be Completed By The Doctor

The individual named above is able / not able (please delete as appropriate) to fully participate in the course that they have applied for.

Name:

Surgery:

Date:

Signature:.....

Doctor's Official Stamp



Safety Training Awards

The Awarding Body of the STA



JUNIOR PHYSICAL ACTIVITY READINESS QUESTIONNAIRE (J-PAR-Q)

- During the course candidates will be required to participate in a variety of practical sessions. All activities have been carefully risk assessed, and will be demonstrated by the Tutor before they are asked to perform them. However, there may still be the risk of Musculo-Skeletal Injuries from the physical activities in the water. These activities will also place extra demands upon their cardiovascular (heart & lungs) system.
- In order for the tutor to train you safely and provide guidance pertinent to the individual, they need to know about any pre-existing condition which you may have.
- Participants on snorkeling courses will be performing surface dives. Surface diving to depths greater than 1.5 metres, will place increased pressure on their ear drums.
- **Please read the questions carefully and answer each one honestly.**
- **If you knowingly give incorrect information the Tutor and STA can bear no responsibility for any resultant injury or pain.**

	YES	NO	
1	<input type="checkbox"/>	<input type="checkbox"/>	Within 15-20 minutes of contact with latex, for example blowing up of balloons, wearing of rubber gloves or using any other latex product, has he/she ever suffered from: - Swelling of lips/face, Itching, Redness/blistering?
2	<input type="checkbox"/>	<input type="checkbox"/>	Has his/her Doctor ever said that they have a heart condition and that they should only do physical activity recommended by a doctor?
3	<input type="checkbox"/>	<input type="checkbox"/>	Does he/she feel pain in their chest when he/she do physical activity?
4	<input type="checkbox"/>	<input type="checkbox"/>	In the past month, has he/she had chest pain when they are not doing physical activity?
5	<input type="checkbox"/>	<input type="checkbox"/>	Does he/she lose balance because of dizziness or does he/she ever lose consciousness?
6	<input type="checkbox"/>	<input type="checkbox"/>	Does he/she have a bone or joint problem that could be made worse by a change in their physical activity?
7	<input type="checkbox"/>	<input type="checkbox"/>	Is his/her Doctor currently prescribing him/her drugs for blood pressure or heart condition?
8	<input type="checkbox"/>	<input type="checkbox"/>	Do you know of any reason why the person should not do physical activity?

If you answer **YES** to any of the questions 2 – 8, then you are required to obtain your Doctors written permission before the candidate is able to attend a course.

To Be Completed By Parent / Guardian

Candidates Name:

Date of Birth:Age:.....

Parent/Guardians Name:.....

Signature: Date:



Safety Training Awards

The Awarding Body of the STA



JUNIOR PHYSICAL ACTIVITY READINESS QUESTIONNAIRE (J-PAR-Q) TUTORS GUIDELINES

For most people, physical activity should not pose any problem or hazard. PAR-Q has been designed to identify the small number of people for whom physical activity might be inappropriate and those who should have medical advice concerning the type of activity most suitable.

- The form **MUST** be completed by the candidate's parent/guardian. Once completed the form, and any information disclosed on it, **MUST** be treated with confidence.
- The PAR-Q **SHOULD** be given to candidates **PRIOR** to them attending any course and returned to the Tutor/Teacher for review. If this is not possible it **MUST** be completed by their parent/guardian **PRIOR** to them commencing any type of physical activity and reviewed by the Tutor/Teacher.
- If a candidate's parent/guardian does not wish to complete the form, then it must be explained to them, that the candidate will not be allowed to participate on the course. If you allow a candidate to participate on a course, then the STA will not be held liable in the event of any injury or accident. Your STA insurance will also be null and void.
- Parents/guardians must be encouraged to answer all questions honestly.
- Parents/guardians and candidates must be informed of the possible risks associated with their course and its activities i.e. Musculo-Skeletal Injuries from physical activities, surface diving, overexertion from aquatic activities etc...

Question 1

If the candidate answers **YES** to this question, then he/she should be treated as if they have a latex allergy. In this case you **MUST** ensure that **ALL** equipment used is latex free i.e. masks, fins, snorkels etc...

Questions 2-8

If the parent/guardian answers **YES** to any of these questions, then he/she **MUST** consult with his/her Doctor and obtain **WRITTEN** permission from them for the candidate to undertake the course. The Junior Physical Activity Readiness Questionnaire – Doctors Letter, should be completed by the Tutor and given to the parent/guardian to take to his/her Doctor for completion. On completion all information disclosed on the letter must be kept in the strictest of confidence. The letter must accompany the candidate's application form when returned to Anchor House.



Safety Training Awards

The Awarding Body of the STA



JUNIOR PHYSICAL ACTIVITY READINESS QUESTIONNAIRE (J-PAR-Q) DOCTORS LETTER

Dear Sir/Madam,

_____ has applied to undertake the following course:
(Enter persons name)

- Introduction to Snorkelling Snorkelling Award Advanced Snorkelling Award
(Please ✓ as appropriate)

Unfortunately his/her parent /guardian has answered **YES** to the following question on the Junior Physical Activity Readiness Questionnaire (Please ✓ Question(s) answered YES to):

- Has his/her Doctor ever said they have a heart condition and that they should only do physical activity recommended by a doctor?
- Do he/she feel pain in their chest when they do physical activity?
- In the past month, has he/she had chest pain when they are not doing physical activity?
- Does he/she lose their balance because of dizziness or do they ever lose consciousness?
- Does he/she have a bone or joint problem that could be made worse by a change in their physical activity?
- Is his/her Doctor currently prescribing drugs for his/her blood pressure or heart condition?
- Do you know of any reason why he/she should not do physical activity?

It is the Associations policy that potential course candidates who answer yes to any of these questions consult with their Doctor and seek their approval to undertake the course.

The candidate will be required to participate in a variety of classroom and aquatic based practical sessions, including submersions. These will place demands upon their Cardiovascular and Muscular Systems.

To Be Completed By Doctor

The individual named above is able / not able (please delete as appropriate) to fully participate in the course that they have applied for.

Name:

Surgery:

Date:

Signature:

Doctor's Official Stamp



Safety Training Awards

The Awarding Body of the STA
Course Register



STA Course Ref No: _____

No	Ref no. If known	Candidates Full Name	Notes
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

Notes on completing the Course Register:

1. The Ref Numbers is only required for the STC(F) qualification where names MUST not be used on the written examination papers. Normally the Ref Numbers will be provided by the STA on courses where the duration of the course is longer than 14 days. If the course is less than 14 days, or you have not been issued with numbers, the Course Organiser should use the course reference plus the line number on the above register - 1 to 16.
2. If any candidate fails to finish the course, does not attend the examination or is transferred to, or from, another course please give details in the "Notes" column.

One copy of this form, completed on both sides, must be returned to the STA immediately after the first session



Safety Training Awards



The Awarding Body of the STA Start of Course Declaration Form

This form must be sent to the STA immediately after the **registered start date**. If the form is not received by the STA within 10 days of the registered start date the STA or if the Registration Fees are not paid on time a **£25** administration charge will be payable by the Course Organiser.

Registered Course Details	
Course Organiser _____	STA Course Reference _____
Type of Course _____	Registered Start Date _____
1	Did the above course start on the Registered Start Date YES / NO If NO go to question 8
Candidates and Training Manuals	
2	Number of manuals supplied for this course <input type="text"/>
3	Number of manuals held from previous courses (Provide Course Reference Numbers) _____ <input type="text"/>
4	Number of candidates starting the course as set out on the Course Register overleaf <input type="text"/>
5	Number of manuals remaining = (2 + 3 - 4) <input type="text"/>
Registration Fees - complete as appropriate	
6	I enclose my cheque for £ _____ in respect of the number of candidates in 4 above
or	
7	The undermentioned will pay the Registration Fees direct to the STA. Please note that the Organiser must submit a Purchase Order , the Organiser will be liable if the fees are not paid.
	Name of organisation _____
	Contact name _____ Contact telephone number _____
Courses NOT starting on the Registered Date and Ongoing Courses	
8	Is the course cancelled YES / NO If YES go to question 11
9	The course is being re-scheduled to start on _____
or	
10	The course is an ongoing course. The next candidates start on _____
Surplus Manuals	
11	I am returning the surplus manuals shown above YES / NO Please note that any surplus manuals being returned should be received within 2 months of the course start date, they must be in perfect condition and a Manuals Return Form must be completed.
or	
12	I am holding the manuals for use on future courses YES / NO (If known give course details) _____ Please note that if an Organiser retains Training Manuals they are responsible for any loss or damage. They should not be retained for longer than 2 months; the STA will not replace out of date manuals that are retained for longer than 2 months.
Quality Assurance	
Was the course paperwork correct for the course? YES / NO If no, set out below what was wrong.	

Signed by Course Organiser: _____

Date: _____

If you require an additional declaration form for a re-scheduled or an ongoing course tick this box.

One copy of this form, completed on both sides, must be returned to the STA immediately after the first session. If the course is cancelled or re-scheduled, this side of the form must be completed and sent to the STA.



Safety Training Awards

The Awarding Body of the STA
Candidate Result Declaration Form



Course REF:		Course Type:	
--------------------	--	---------------------	--

NaRS Pool Safety Award	1	2	3	4	5				9
NaRS First Aid - Appointed Person	1	2	3		5	6			
NaRS Cricket Coach - FAW Appointed Person	1	2	3		5	6			
NaRS Golf - FAW Appointed Person	1	2	3		5	6			
NaRS Martial Arts - FAW Appointed Person	1	2	3		5	6			
NaRS Rugby - FAW Appointed Person	1	2	3		5	6			
NaRS Ice Skating - FAW Appointed Person	1	2	3		5	6			
NaRS Netball - FAW Appointed Person	1	2	3		5	6			
NaRS Immediate Aid	1	2	3		5	6			
NaRS Emergency First Aid at Work	1	2			5	6			
NaRS Emergency Responder	1				5	6			
NaRS Paediatric First Aid - Foundation	1	2			5	6			
NaRS Paediatric First Aid - Qualification	1	2			5	6			
Moderators Certificate	1	2	3						8
Pool Plant Operations - Foundation	1	2	3			6			8
Pool Plant Operations - Technical	1	2	3			6			8
Student Membership Certificate	1	2	3				7		
Manual Handling Passport	1	2				6			8
Manual Handling Tutor	1	2				6	7		8
Aquatic Community Care	1	2	3				7		8
Customer Care Tutor	1	2				6	7		8
Bag-valve-mask Module	1	2				6			
Adrenaline Auto Injection Tutor Module	1	2				6	7		

To be completed by the tutor:

I confirm that the candidate named below has:

1. Attended a course of instruction for the prescribed minimum number of hours		
2. Satisfactorily completed the Worksheet(s)		
3. Satisfactorily completed the portfolio		
4. Satisfactorily completed the rescue section		
5. Satisfactorily completed the resuscitation section		
6. Satisfactorily completed the practical section		
7. Satisfactory taught, under supervision of a qualified teacher, the required skills		
8. Satisfactorily completed MCQ Paper	Mark	
9. Retrieval Depth of the Manikin	Depth	

And therefore the candidate has been assessed to PASS / FAIL this examination [delete as appropriate] and I confirm that I have discussed the result with the candidate. This is conditional on the candidate having complied with the regulations and on STA carrying out any necessary checks; STA will issue the confirmation in due course.

The tutor must confirm the result by ticking the appropriate box (s) above, deleting pass / fail as appropriate and completing and signing below.

The candidate must also sign below.

Tutor Name: _____ : Signature _____

Candidates Name: _____ : Signature _____

Date: _____

Top Copy to STA, Second copy retained by Tutor, third copy to Candidate



Safety Training Awards



The Awarding Body of the STA

Course Evaluation Form

STA

Anchor House, Birch Street, Walsall, West Midlands WS2 8HZ
Phone: 01922 645097 Fax: 01922 720628

Dear Candidate,

We hope that you have had an enjoyable and instructive course. To enable us to ensure high standards, correct any shortcomings and make improvements will you please take a few minutes of your time to complete and return this questionnaire.

Thank you.

Roger Millward,
Executive Officer.
Swimming Teachers' Association

Details of course attended

Location _____ Date _____ Type of Course _____

Please indicate, by ticking the relevant box, your assessment of the course components set out below.

	Excellent	Good	Average	Poor
Swimming pool (if applicable)				
Lecture room				
Course content				
Lecturer				
Course handouts				
Course organisation				
Overall impression of course				
Did the course meet your expectations? (If no please give details below)	Yes / No (Delete as appropriate)			
Were you advised, by the course organiser, what was expected of you prior to the start of the course?	Yes / No (Delete as appropriate)			
Were you given your manual at least 48 hrs before start of the course?	Yes / No (Delete as appropriate)			

Please add below any further comments you wish to make about the above course:-

Candidate's Name: _____ Date: _____



Safety Training Awards



The Awarding Body of the STA
STA Feed Back Form - Tutoring
To be completed by the Chief Examiner

Course Details

Type		Date		Tutor	
STA Ref		Location		Course Organiser	

The STA is committed to continually improving standards; to assist in our review process please complete the following form and return it to the STA.

Were the candidates prepared for the examination? If No, give details.	YES / NO
Do you consider the candidates had fully covered the syllabus?	YES / NO
Was enough time allowed for the examination? If No, give details.	YES / NO
Were sufficient pupils, of the correct standard, available? If No, give details.	YES / NO
Was the Tutor present during the examination?	YES / NO
Do you consider there was any common fault (s)? If YES, give details.	YES / NO
Were the examination arrangements satisfactory? If No, give details.	YES / NO
Was all the required equipment available?	YES / NO
Prior to the examination did the tutor brief you on the arrangements / problems with facilities and / or candidates?	YES / NO
Were the candidate portfolios completed satisfactorily?	YES / NO

If you wish to make further comments please do so below.

Examiners Name		Examiners Signature	
Date			



Safety Training Awards



The Awarding Body of the STA STA Feed Back Form - Examining To be completed by the Course Tutor

Course Details

Type		Date		Examiner 1	
STA Ref		Location		Examiner 2	

The STA is committed to continually improving standards; to assist in our review process please complete the following form and return it to the STA.

Did the examiner (s) arrive on time and prepared?	YES / NO		
If No, give details			
Were the candidates given adequate time to prepare for the practical exam?	YES / NO		
If No, give details			
How and where did the oral questions take place (STC B only)? <i>circle as appropriate</i>			
<i>As a group</i>	<i>Individually</i>	<i>On poolside</i>	<i>In Classroom</i>
Other; please give details.			
How was feed back given to the candidates? <i>circle as appropriate</i>			
<i>As a group</i>	<i>Individually</i>	<i>Group + Individual</i>	<i>None</i>
Were the candidates satisfied with the examination procedures?	YES / NO		
If No, give details			
Were you satisfied with the examination procedures?	YES / NO		
If No, give details			
Did the examiner (s) discuss the outcome of the examination with you?	YES / NO		
Did the examiner (s) check the candidate portfolios?	YES / NO		

If you wish to make further comments please do so below.

Tutors Name		Tutors Signature	
Date			

7. Principles Of Learning

How People Learn

In order to be an effective teacher, it is necessary to understand how people learn; it is important to realise that learning is a continuous process that evolves over a period of time. The learning process is obtained from experience through the senses – sight, sound, taste, smell and touch or feeling. It is said that 75% of our learning is absorbed through sight and sound, however when physical skills are to be learned the sense of touch plays a very important role. The balance changes considerably with sight and sounds 35%, and touch 65%. Therefore when developing physical skills learning is achieved primarily through activity.

It is widely acknowledged that the young learn a tremendous amount through play; this applies in the water as well as in the classroom. Primarily, teachers should provide a stimulating environment in which constructive learning can take place.

The older person usually has greater difficulty in learning because of the break down of established habits and loss of the habit of attending and memorising. However it is not true that the older adult cannot learn new things; adults usually understand instructions better than children. Learning ability and intelligence do not improve much after reaching physical maturity and later declines, but experience is always increasing.

The teacher must remember that all learners, young and old alike, are human beings. They have different personalities and come from different walks in life, but in the main they are governed by the same basic influence – *needs and satisfactions*.

People differ not only in appearance – height, weight etc. but also in ability, values, aspirations and temperament. They have different interests, emotions, points of view and the teacher must respect all of these.

It must also be recognised that the learner's attitude to one another will vary enormously from one group to the next. Each learner may influence the group either in a good or bad way, however the good influence should be fostered while the

bad influence should be checked to maintain a good team spirit and develop a good working relationship.

It is important that the teacher endeavours to stimulate the brightest members of the group whilst catering adequately for the less able members of the group.

The teacher will need to understand:

- The way people absorb knowledge.
- How different age groups take in knowledge.
- The techniques that make a teacher effective in imparting knowledge.
- Incentives and motivation
- The different teaching methods.
- How to communicate effectively.
- The special voice problems that arise when teaching on poolside.

Meaning and Understanding

The first requirement of any instruction is that it should have meaning i.e. it should make sense. Hence the need for a proper explanation to give an understanding of:

1. The skill
2. The specific part of the skill
3. How and why the skill is achieved.

Interest and Attention

People cannot learn and remember satisfactorily unless they pay full attention, the deeper the interest in the subject the more attention will be given. Personal motivation is the most important factor governing interest.

Depth of Impression

Remembering is closely associated with vividness and depth of impression. Novelty, curiosity and realism can all be usefully employed to make a lasting impression during instruction.

Association of Ideas

Remembering is strongly activated by the association of ideas, as well as by the depth of impression. For example – when describing the sculling action “polishing the table” may be used. The good teacher will usually find alternative words or phrases to emphasise a specific skill to be undertaken.

Insight

Sustained practice brings the learner through the difficult early stages to the point when they 'get the idea', 'the feel' or 'the hand' of the subject being learnt.

Physical Skills

This calls for the development of a kind of muscular memory – of the feel, balance, timing and co-ordination of movements – but once fully learned they are never really forgotten. The skill to be learned is very much a pattern stored in the brain. For proper development the following are of paramount importance:

- Correct explanation
- Correct demonstration
- Correct practices.

Self evaluation by candidates

At the end of the lesson the teacher should encourage the participants to review what they have learnt in the lesson. Reflective learning helps the students to be more confident, it increases awareness of themselves and they will look forward to the next lesson.

Blocks to Learning

The fear of water and the noisy environment are important blocks to learning and the teacher must do as much as possible to alleviate these.

Participants may be self-conscious, particularly the less young. The teacher will need to be aware of this possibility and not do anything that might draw attention to the self-conscious student.

Teacher Evaluation

The teacher should devise an evaluation form to fill at the end of each lesson; this should contain brief notes on the content of the lesson, notes on the individual performances of the children, any relevant remarks about the class and the teachers own performance. Any problems that may have occurred should be recorded together with any reminders for the next lesson. It is important that the teachers own evaluation is honest and frank. It is vital that the teacher can maintain the students' interest and motivate them; evaluation of the lesson can help to ensure that this is occurring.

Teachers need to continually reflect on their own teaching.

The teacher provides the foundation on which the student can build up learning; the teacher will need to return to skills time and time again to reinforce what has been taught and to use previously learnt skills when teaching new ones.

Theories of Learning

Learning is usually an intentional permanent change, by developing a new skill, changing an attitude or furthering understanding.

Learning can be divided into three groups or domains:

- **Psychomotor** – physical skills that need practice
- **Cognitive** – thinking skills and memory
- **Affective** – attitudes, our feelings and emotions

Educational psychologists can divide the way humans learn into three broad groups:

1. **Behaviourist psychology**
2. **Cognitive psychology**
3. **Humanist psychology**

Behaviourist theories

Study observable and measurable behaviour that suggests we learn through stimulus-response. Repetition and reinforcement lead to conditioning, feedback from the teacher is essential to reward desirable responses and eliminate undesirable behaviour.

Cognitive theories

Study the thinking process and the way the brain processes information; the development of knowledge and understanding through problem solving and interaction with the environment. For learning to take place understanding is required; the organisation of the material to be learnt into a logical sequence is important.

Humanist theories

Study the nature of personal experience, motivation and satisfaction; the student makes conscious choices while the teacher acts as a facilitator. Student centred teaching based on empathic understanding of the individual, with the setting of personal goals helping the student to develop in the way they want.

How to teach

Teaching styles vary and will usually be somewhere between the two extremes depending on the level of the students:

Pedagogical-----Andragogical**Pedagogy**

Is a teacher dominated learning situation with the students in a passive role, such as a lecture.

Andragogy

The teacher makes the learning process as active and participative as possible. This places more responsibility on the student to learn by:

- Helping students to use learning resources
- Helping students to think about the learning process
- Helping students decide how they learn best.

The Learning Loop

The process of acquiring knowledge is often described as a continuing process, or a series of loops. This learning loop can be described as:

Perception

Learners take in information through their sense organs.

- **Sight** - written word, pictures, demonstrations
- **Sound** - talks, questions and answers
- **Touch (muscular sense)** - feel, push, pull, balance
- **Smell** - sniffing, danger ie. burning
- **Taste** - drinking, eating

This information has to be processed and sorted in order for learners to understand what it all means and to make a decision on any action that needs to be taken. The perceptual mechanism will initially interpret the information received. The brain tries to work out what this information is all about and learners attempt to put it into some form of framework that they understand. Teachers can help perception by using:

- Examples appropriate to the learners' experience.
- Imagery or key words or phrases.
- Demonstrations.
- Eliminating distractions.
- Avoiding overload.

Translation

The information gathered by the perceptual mechanism and remembered because it is useful, is passed on to the translation mechanism so that a plan of action can be formulated. The mechanism obviously involves the memory system. This decision making stage provides learners with the

'what to do' and 'how to do it'. One of the most important factors which affects learning is whether learners understand what is required. Teachers can help with this stage by:

- Making the new skill as simple as possible.
- Using appropriate questions.
- Using appropriate language.
- Building on learners' past experience.
- Relating a new skill to something the learners already know.
- Presenting the whole skill to help the learners see where it fits.
- Giving time to clarify and interpret what is required.

Performance

Learners attempt to carry out the plan of action; teachers can help in the performance stage by:

- Providing ample opportunities for practice.
- Making suitable use of space.
- Ensuring that the practice is realistic.

The importance of this last aspect cannot be over emphasised.

Feedback

Feedback is an essential part of the learning process and is predominantly supplied by the teacher. Participants need to obtain positive feedback from their teachers i.e. what is wrong and how to put it right and reinforcement about what is correct. Teachers should attempt to provide feedback as soon as possible after performances and should avoid negative overtones. Constructive feedback is an invaluable tool in the successful teacher's teaching kit.

Essentially, if performances are to improve, it is vital to provide feedback. The old maxim, 'practice makes perfect' is obviously questionable, for if learners practise skills incorrectly, then the skill is embedded incorrectly. More accurately:

- Practice makes permanent
- Perfect practice makes perfect.

8. Delivery Skills

Being an Effective Teacher

To be effective in imparting knowledge, the teacher will need to use a variety of strategies and techniques including their own experience in a teaching situation to develop the teaching skills.

Patience

A key factor in successful teaching is patience. Participants should not be rushed through progressions in order to conform to a programme. Students must be encouraged to work at their own pace and to gain a range of positive experiences which will enhance their learning. Rushing through practices and activities will only serve to inhibit the student's learning. People need time for information to be assimilated and skills to be perfected; this is particularly true for some beginners. Teachers must take this into consideration when planning their lessons.

Empathy

The teacher should know and understand the students' expectations, fears and apprehensions. Some people will be unaware of what their body or limbs are doing and this they must learn with the guidance of a caring teacher.

Enthusiasm

The teacher should be enthusiastic, motivating, encouraging and lively to insure their students enjoy their lesson, this in turn will encourage the learning process.

Knowledge of the Subject

The teacher must have a sound knowledge of their subject, which will include all the progressive practices with teaching points for the relative skills being taught. The knowledge will also include possible faults, what causes them, the effect on the skill and how they should be corrected. The theoretical background covered by attending an STA teacher's course or equivalent will equip them with the knowledge required.

Presentation of Work

Teachers are professional people and the manner in which they present themselves and their work should reflect this. Session planning, selection and placement of suitable teaching equipment and rescue aids should be completed prior to the commencement of each session. It is important to remember that session planning provides only the

framework in which teachers may operate.

Teaching Position

When teaching on the poolside the teacher must position himself or herself so that not only can he or she be seen and heard, but also so that the teacher can always keep a watch on the entire group.

The best position will depend on the size of the pool, the location within the pool and the number and ability of the participants.

Demonstrations

Any demonstration should be relevant, accurate and observed by the whole of the group. It is most important that the demonstrations are accurate and at the right tempo.

Voice

The teacher's voice level should be sufficient to reach all the students clearly without disturbing other teachers and other people in the pool. Speaking slowly and clearly is important and the added use of visual cues can help the students. (The use of a head microphone is recommended for Aquacise)

Visual Cues

Many people have difficulty in hearing when they are in the water. This may be because of deafness, earplugs or water in the ears. It is possible to teach using visual cues in the form of sign language to aid communication, provided the same visual cues are used all of the time.

Class Control

Discipline in the class is very necessary for safety and for creating a satisfactory learning environment. To hold the attention of the class the lesson must be fun, stimulating and challenging.

Sense of Humour

Possessing a sense of humour is a distinct advantage, especially when teaching. It is very important for teachers to share experiences with their students. A smile or a laugh with your group can often relieve a stressful situation.

The Teacher – Student Relationship

Teachers should endeavour to learn and use the names of their students and try to speak to each one of them regularly during the session. By doing this, teachers demonstrate their interest in each person. A major part of this relationship will be

trust. The students must learn to trust and respect their teachers and it is incumbent on the teachers to foster and develop these feelings. The teacher should also respect the students and always treat them as equals.

The Ability to Inspire Confidence

Beginners often lack confidence in the water and in their own abilities. Teachers must attempt to inspire confidence in their students by the use of encouragement and positive reinforcement. For example, rather than by saying that a student has not performed a skill correctly, it is better to say that they are doing some skill well but it could be improved by changing it in some way; this method is good for the student's self-esteem.

The students confidence can be developed by the teacher managing the class confidently and by giving correct and efficient assistance. Teachers must establish a co-operative working spirit with and between the students.

Keen Powers of Observation

The teacher must always exercise keen powers of observation:

- The swimming pool area is potentially a dangerous one. Therefore teachers must be alert at all times and should be aware of the dangerous areas, constantly making mental notes of where each student is performing e.g. drifting into deep water or colliding with others. Teachers must be the last people to leave the teaching area after ensuring that every student is safely out of the water.
- The teacher must also observe that the activity being undertaken is correct and safe.

Time Keeping

As a teacher it is essential to arrive in good time, this will enable plenty of time for preparation before the arrival of the class.

Summary

A successful teacher will:

- Teach to each individual's abilities.
- Ensure the safety of the participants at all times.
- Be positive.
- Provide a stimulating learning programme.
- Motivate students – praise and encourage them.
- Maintain a calm approach.
- Inspire confidence.
- Be knowledgeable and confident.
- Be enthusiastic and adaptable.
- Remember that progress could be slow.
- Re-evaluate constantly.
- Have realistic aims for individuals.

Adult Expectations

Adults have clearly defined expectations about their tutors and the courses that they attend. Whilst adult expectations may alter with experience, they need to be taken into account at all stages of the teaching process.

Adults expect tutors to know their subject. They expect the tutor to have prepared and planned each session well, and to be a good communicator, to be able to use a variety of teaching methods and to manage the overall classroom environment effectively.

Adults expect value for money, they want to attend a course which is pitched at the right level. The problem is that these features vary from one individual to another, producing what tutors describe as a 'mixed ability' group. Many of the potential difficulties arising from such a group can be solved to most peoples satisfaction by a careful specification of what the course is about and the level it is aimed at.

Adults expect to enjoy their learning. They are unlikely to give up their time and money where the whole learning experience is going to be dull, uninteresting and uninformative. They expect to be treated with respect and dignity, they will not put up with being patronised or humiliated.

In the last few paragraphs we have been talking about a specific type of adult, the 'mature' adult. However the young adult who is in full time education or has just finished full time education needs to be treated with the same respect and dignity. The aims and objectives will remain the same but their needs and expectations may be different. Therefore the teacher must be flexible in their approach and be able to quickly assess the specific needs of the student group to ensure a happy course.

The problems that might arise during a course include:

- Lack of confidence in themselves
- Underestimate their own powers
- Over anxiety
- Reluctance to risk making a fool of themselves
- Failure
- Difficulty in recalling isolated facts
- Difficulty with the written word
- Over confidence
- Talkative – likes to dominate the teacher
- Brash/ loud – covering up shyness

General Points

- Divide lessons into manageable units; bursts of learning activity are more effective, but they must be linked to ensure progression.
- Learning by doing is more effective; don't just concentrate on the theoretical, it is easier to grasp what is concrete and then consider how to put it into practice.
- Independent learning v teaching directed; some students are more capable of learning independently than others, so get to know their needs and develop their independence.
- Encourage students to relate their learning to their own experience to give relevance and purpose.
- Learning is more effective when it is active, encourage trial and error.
- Move from simple ideas to more complex ones (within the course) so that students feel a sense of progression and achievement.
- Memorising is not easy for adults, therefore understanding is vital if they are to retain their learning.
- Avoid teaching 'everything' about a topic; concentrate on what they 'need to know' (what is laid down in the syllabus).
- Demonstration is a key tool, but it does not always have to be teacher led.
- Encourage students to continue their learning outside the class, again to help them to become more effective, independent learners.
- Always leave plenty of time for questions and discussion.
- Use the end of the session to review and to link to future sessions.
- Be aware of the pace of the session; who/what is driving the pace:
 - **The teacher**
 - **The more able student**
 - **The less able student**
 - **The syllabus**

It is essential to achieve a balance of these factors and thus to vary the pace, but above all there seems little point in completing a subject if none of the students understand its progression.

Whatever method you use, whatever layout you have, whatever system you opt for in both theory and practical sessions, uppermost in your mind should be

ENJOYMENT

The First Session

What a tutor does within the first few minutes of a session, whether the session is the first in a

sequence or a 'one off' event, will critically effect what happens thereafter.

1. Essentially, an effective beginning has to do with:
 - Gaining peoples attention
 - Helping people settle down
 - Setting the expectation and tone for the rest of the course
 - Establishing a climate conducive to learning and achieving
2. The last few minutes are a crucial time for:
 - Helping people consolidate and value what they have achieved
 - Motivating people to continue with their learning
 - Finding out what participants think about the session
 - 'Trailing' a subsequent session
3. The first session with any new group of adults is a testing occasion for new and experienced teachers alike. Unless course members have worked together before, they are likely to lack confidence in themselves, feel ill at ease in the company of other participants and may even be doubting the wisdom of having joined the course. This is not surprising and it is crucial that students should quickly feel at ease and ready to learn, they will look to the teacher to aid this process.
4. Always arrive early, before the students, so that you can prepare the room yourself. Have all paperwork in order including handouts.
5. Acknowledge the students individually.
6. Find out names as quickly as possible; name tags are very useful not only for you for also for the students. Do endeavour to give students an opportunity to introduce themselves either in small groups or to the whole course.
7. When the majority of people have arrived – and certainly no later than five minutes beyond starting time – you should begin.
8. Your physical position in relation to the group is important in helping to gain their attention and communicating with them. Do make sure everyone can see and hear you and that you, in turn, can see and hear each student.
9. Your choice of words and the manner in which you begin are important. Sound friendly and welcoming, maintain direct eye contact with people and speak clearly at a suitable pace. Give the impression you are quietly confident and enthusiastic.
10. Announce that you wish to start but wait until you have everybody's attention. Introduce yourself by name and say something about yourself and your involvement with the topic.

11. Towards the end of the session take time to evaluate either verbally or written, if written it could be anonymous (some students may prefer this method as they might get embarrassed).
12. Adopt the habit of being 'first in, last out', not just at the first session. Some students may take these opportunities to have a quiet word about some aspect of the course/session that is bothering them.

Planning the Classroom Sessions

In preparing the Scheme of Work, as a part of the pre-course planning, all of the classroom sessions will have been planned in outline.

Before the course commences each session will need to be planned in detail; each session should be broken down into 3 parts:

Introduction

This could include:

- Feedback on homework
- Feedback on pool sessions
- Feedback on previous classroom sessions
- Candidate administration – collecting fees etc

It is essential that time is allowed at the beginning of each theoretical session for feedback on the practical sessions of the previous week. Adequate feedback must be given on any homework submitted.

Main Theme

This is where the knowledge is imparted to the candidates using suitable techniques see Delivering an Effective Lecture below.

It is essential that all of the syllabus is covered and that the level of teaching is consistent with, and at the standard of, the course.

Close Down

This should include:

- Summary of subject
- Question and answer session
- Setting homework

Additionally time will need to be found for some or all of the following:

- Individual sessions with candidates
- Revision of prerequisite qualifications
- Assessing initial skill levels
- Dealing with problems including difficult candidates, personality problems and potential examination failures
- Revision
- Examination preparation

Handouts

Whilst most of the information required is contained in the training manuals a different

presentation of the underpinning knowledge can aid retention by the candidates.

Where this is done it is extremely helpful to the candidates to have a handout of the salient points.

Lecture Notes

Whatever method of teaching is adopted the lecturer will need notes to refer to; these should not be read out but used as an aide memoir to ensure that the entire topic is covered.

Delivering an Effective Lecture

The object of a lecture is to deliver knowledge; to do this effectively requires the lecturer to maintain interest over what might be quite a considerable length of time. A lecture, therefore, needs to be broken down into parts with each part being linked with regular reinforcing points.

Start by considering the 3 P's;

- Pre-requisite knowledge
- Preparation
- Plan

Pre-requisite Knowledge

Make sure that you have the relevant pre-requisite knowledge and understanding.

Preparation

There are no short cuts to preparation. You need to adequately read around and research your lecture topic. Review a number of information sources so that your knowledge is up to date and your understanding sound.

Plan (Lecture Structure)

- How long is the lecture to be?
- What visual aids are to be used (see Audio Visual Support, page 54).
- At what level is the lecture to be pitched? (taking into account the inevitable mixed ability of your class).
- Your lecture needs an Introduction, Main Section, and Summary. Remember to link it in with previous and subsequent lectures.

The Lecture

- Introduction – define the aims and objectives.
- Main Section – should be progress and support the conclusion.
- Summary – allow time for questions and conclude with a summary of the main points.

In other words:

'Tell them what you are going to tell them'

'Tell them'

'Tell them what you have told them!'

Once you have prepared your material (overhead projector transparencies etc,) written out a lecture

plan (notes) and established the correct level to suit your audience, you are now ready to deliver your lecture.

Delivery

Remember that you are the most important visual aid! There are clear advantages of 'face to face' teaching - if there were not, the STA would be offering their courses as distance learning packages.

Consider body language and position:-

- Be yourself, relax, smile and 'appear' enthusiastic.
- Gain attention by speaking clearly in your normal voice, don't mumble or read directly from notes.
- Maintain eye to eye contact as much as possible.
- Don't walk up and down whilst lecturing, or mask any boards or screens.
- Lecture at the right pace, pause if necessary to allow time for note taking and questions.
- Be prepared to interact with your class - you need to gain accurate feedback on their understanding of the subject.
- Use humour to set the class at ease and provide light relief, but don't overdo it, there is some serious material to be taught!
- Use anecdotes to personalise your delivery.

Final note:

If you are enjoying giving the lecture, the class is almost certainly going to enjoy it.

Teaching Methods – Practical Skills

Four Part Staged Approach

1. The Tutor demonstrates the skill at normal speed, without interruption and without an explanation.
2. The Tutor demonstrates the skill again adding a commentary explaining the technique.
3. The Tutor performs the skill again with the students giving the instructions.
4. The students demonstrate the complete skill and describe what they are doing.

Value to students

- Demonstrates what they are trying to achieve
- Explanations clarify procedures
- Students giving instructions encourages participation and involvement
- Performing the skill encourages students to learn from each other.

Points to note

- Make sure everybody is watching the demonstration
- Allow questions when giving the explanation

- Keep the group involved when the students are giving the instructions
- Allow sufficient time for everybody to perform the skill.

Progressive – Part Method

1. Students practice one part of the skill.
2. Then practice another part.
3. Then practice both together.

Value to students

- Breaks down complex techniques into easier stages
- Allows the student to achieve small steps towards the final goal.

Points to note

- If unsuccessful at combining the part practices return to the individual units to develop confidence
- It may be necessary to further split the part practices for the student to be successful.

Whole-Part-Whole Method

1. Students attempt the whole skill.
2. Tutor assesses the attempt and gives part of the skill to practice.
3. After practicing part of the skill return to the whole skill.

Value to students

- Allows assessment of the skill and faults or weaknesses to be identified
- Gives an opportunity to correct or improve a weak area of a skill
- By concluding with the whole skill the student should feel the overall improvement in the technique.

Points to note

- It may be necessary to practice more than one part of the skill before returning to the whole
- Individual students will have different faults and/or weaknesses.

Tutoring Methods – Theory Topics

The lecture is only one of a variety of methods that can be used to impart knowledge. The others are:

Discussion

One of the most enjoyable things about adult education is meeting other people and sharing knowledge and experience. Discussion is a planned for and managed event where a group of people jointly explores a topic. It is often preceded by a specific task or activity acting as a stimulus and it requires a clear purpose. A formal discussion rarely occurs spontaneously in a group without the teacher doing something more than suggesting it should take place.

The teacher will need to actively manage what is going on, supporting, guiding and encouraging the students. This can be achieved by making selective use of questions to encourage quieter people to contribute.

One of the teachers main functions, once members of the group are actively participating, is to keep them focused on the topic and to ensure that their contributions are relevant and purposeful. Therefore you should:

- Clarify vague or confusing remarks
- Query obvious misconceptions and wrong ideas if others do not
- Confirm that everyone understands what is being said
- Ask contributors to substantiate statements, especially where they show undue prejudice and rigid attitude
- Note down the important points so that you can refer to them later.

Although group discussion can promote learning and attitude change, it is not a very effective method of presenting information.

Highlights

- Be clear in your own mind what you want people to achieve as a result of a formal discussion before you initiate one.
- Monitor the process carefully and summarise the main outcome.

Small Group Tasks

Small groups carry out a specific task or activity. It can involve problem solving, discussion, practical work or physical activity.

Value to students

- Encourage inter-personnel co-operation
- People learn from each other
- Encourages participation in a small, safe environment

Points to note

- Clarify the task; ensure everyone understands
- Monitor progress
- Allow sufficient time for reporting and feedback
- Record the important points

Brainstorming Technique

The teacher asks for a list of ideas, proposals and suggestions related to a particular theme. The aim is to produce a comprehensive list that can be analysed and used as the basis of a subsequent task or activity.

Value to students

- Every contribution is of equal value

- Stimulates ideas
- Involves everyone
- Uses their experience

Points to note

- Encourages people to produce ideas quickly
- Records responses accurately
- Avoids making judgements on individual contributions
- Keep to a time limit

Mind Mapping

The teacher gives the central idea and the group produce a diagram thinking up new and related words, ideas, tasks etc, which radiate out from the centre.

Value to students

- Stimulates ideas
- Develops paths of thought
- Group involvement
- Every contribution is evaluated
- Ideas can be linked

Points to note

- Encourages people to think 'outside the box'
- Keep to a time limit

Buzz Groups

Pairs or trios discuss a particular question or short topic very briefly. It can be repeated several times in a session.

Value to students

- Can provide a prelude and/or a 'break' in a presentation
- Useful and quick way to involve people
- Focuses attention on the topic in hand
- Checks out ideas, level of understanding and purpose.

Points to note

- Ensure the topic is clear
- Keep people to the task
- Make it fun and 'punchy'; watch the time
- Ask what they've come up with but do not use any formal feedback procedures
- Get them to work with other partners if repeated

Games

Various quiz games can be used to stimulate and reinforce learning, basing them loosely on current TV quizzes proves popular. Using topic cards for the group to produce their own questions or for the teacher to ask questions is one simple method.

Value to students

- Stimulates competitiveness
- Develops team building

- Group involvement
- Reinforces learning

Points to note

- May highlight weak areas in the group or individuals
- Not everybody enjoys playing games or is a team player
- Keep to a time limit

Visits

Students as individuals or as a group visit a venue relevant to the course. It can involve observing a public session, putting theory or skill into practice under supervision.

Value to students

- It is reality
- Enhances motivation and interest

Points to note

- Organise it carefully
- Make a preliminary inspection visit
- Prepare the group; negotiate and agree the ground rules
- Allow time for debriefing and discussing the detail

Seminars

This is an opportunity to provide new information or further clarification. It is usually led by a person who has prepared a paper, or demonstration, it is usually followed by question and answer, and/or a discussion.

Value to students

- Shares the responsibility of teaching with another
- Can result in worthwhile and critical discussion.

Points to note

- Specify the topic well in advance
- Advise and support the students prior to and during the session
- Request the group to do some preparatory work
- Watch for a tendency of the group to switch off if subject is not stimulating

Individual Projects

An individual or small group undertakes a specific task(s). This may be the major reason why a student attends the course especially in practical subjects.

Value to students

- Initiative is with the student
- Likely to be highly motivated
- Produces tangible outcome

- Promotes co-operation with others when in a group situation

Points to note

- Ensure it is relevant to and attainable by the student
- Check 'on-going' progress regularly and give constructive feedback
- Be aware that individual projects can make students resent the time spent on what seems to be 'irrelevant' teaching episodes.

Work Between Sessions

Individuals' work or study between group meetings. This can take the form of research, reading, writing - homework questions etc.

Value to students

- Keeps continuity and interest between sessions
- Allows students to work at their own pace in their own time
- Encourages those who want to and are able to stretch themselves.

Points to note

- Encourage people to do some sort of homework
- Specify the tasks clearly, saying if how and when it is to be assessed.
- Offer help with ideas and resources
- Provide an early opportunity to discuss and share any work done.

Highlights

- Consciously select methods, which will best help your students to learn the particular content or skill.
- Give time and thought to the preparation and management of the method you have chosen so that you will know how, when, and where to use it in the session.

Audio Visual Support

During your lectures you will use many different forms of visual aid to give variety and impact to your lectures. Listed below are most commonly used visual aids with notes on their uses

Flip Charts

Preparation

- **Invisible outline** – Lightly pencil in headings in advance when unsure of space, drawing, handwriting etc.
- **Corner crib** – Use the top corner to pencil in your notes for each chart. Write small and no one will notice.
- **Ready made** – Prepare key charts in advance.

Paper

- Tab sections with headings for easy reference.
- When you know you will want to tear off a sheet to display on wall, score top with ruler and cut first few millimetres each side to ensure a smooth tear.
- Cut corners off preceding sheets when you need quick access to a particular page.

Graphics**Attractive**

- Give each flip a title.
- Use bullet points
- Use at least 2 dark colours

Big & Bold

- Use **thick** markers (bring your own)
- Should be legible from 10 metres.
- Capital keywords
- Never write sentences!

Presentational tips

Every time you turn your back on the audience your voice and their attention disappear. Since you can't write and face the audience at the same time (unless you are a contortionist) you should:

- Write (a few words/seconds)
- Turn and talk
- Write (a few words/seconds)
- Turn and talk

The Whiteboard**Writing and Sticking****Write on!**

- Replaces blackboard (school memories)
- Great for brainstorming
- Change colour often
- Only use appropriate whiteboard pens

Stick up!

- Use 3M 'post it' stickers to create group work summaries (key phrases only); stick on whiteboard
- Move stickers into columns or categories; use pens to draw bubbles round salient groupings or to make links between stickers.

O/H Projector**The Projector**

- Make sure the projector lens and projection surface are clean before starting your presentation.
- Check for a spare projector lamp.
- Test projector/screen distance with a sample transparency for positioning and focus.

Projection Angle

- How to avoid the 'keystone effect'

- Keep the projector beam at 90° to the screen by tilting the screen (ideal) or by jacking up the projector until keystone disappears. If you jack the projector you'll need a chock to prevent transparencies sliding forward.

Planning a Presentation

- Use the 'storyboard' approach
- One transparency with **chapter headings**
- One transparency **per** chapter heading
- One transparency per point/topic in each chapter
- Use consistent design
- Print series name and number on each
- Concentrate message in centre
- Use only 2/3 of space for message

Producing Transparencies

- Laser print computer generated visuals directly onto a transparency
- Cut and paste original artwork and text, then photocopy onto a transparency
- Write/draw directly onto a transparency (with permanent or non permanent pens)

Freehand Lettering

- Use permanent O/H pens
- Place transparency on squared paper to ensure alignment
- Use colour as much as possible
- Be bold! Practise your own 'alphabet'
- For full letters, use light colour to block in letters before outlining with darker colour

Presentation Techniques**Revelation**

- When you have several important points on one transparency, use a mask to reveal your argument step by step (if you don't, your audience will be reading point 6 when you're talking about point 1.
- Use a **pointer** to highlight message e.g cut out arrow, transparent pointing finger, pen or pencil (be careful it doesn't roll off), or a laser pointer
- Place pointer on the transparency and move as you change messages; **Don't hold it**; Murphy says your hand will shake!

Using the Projector

- **Prepare:** Prepare transparencies in sleeves; in the right order; unclipped
- **Place:** Place a transparency on the projector; align; switch on
- **Position:** Do not block any participant's view of the screen; switch off projector between each transparency

Digital Projector

Allows the presenter to display laptop presentations/video/S-video.

- Colourful, professional
- 'Multimedia' animation possible
- Pre-determined sequence of visuals
- No messy acetate storage problems
- Often over complicated/ confusing graphics
- Technically subject to Murphy's Law!
- Easy to forget that words and figures are not visuals

PowerPoint

- Arial font is recommended, as it is easier for dyslexic students to read.
- White lettering on a blue background is also easier for dyslexic students to read.
- Editing the 'Master Slide' sets the template for all the slides within the presentation.
- **Do not** over fill each slide with written information; seven bullet points are the recommended maximum.
- The use of various slide transitions and custom animations will enhance the presentation.
- The over use of sound effects may detract from a serious presentation, but the addition of a sound track may set the tone required.
- It is possible to insert movie clips within the presentation.
- STA produces PowerPoint presentations to support several of the courses offered, contact Anchor House for more information.

Picture Slide Show

- All computers have the ability to view pictures as a slide show.
- Slide shows can be paused and moved forward or backward.

DVD & Video

In today's multi media world, DVD and video are virtually indispensable tools for professional trainers. STA Swim Shop offers various titles for sale. Here are some advantages and disadvantages of the medium:

- Professional, fast moving
- In tune with trainees' background and expectations
- Can be adapted to laptops and projection
- Few DVDs or videos give **exactly** the message you want
- Technically subject to Murphy's Law

Tips

- Edit your own video clips at home on your PC
- Use only snippets that support your message

Homework Setting and Marking

Homework is study set by a teacher, which the candidate undertakes in his/ her own time, and submits the results for marking.

Homework is beneficial to the candidate:

- It tests the candidate's knowledge of the subject.
- The research and reading to complete the homework expands and reinforces the candidate's knowledge.
- Poor homework will identify areas of weakness that can be remedied by extra work, both in class and further homework, in the weak area.
- It prepares the candidates for the formal written assessments.

When setting homework, make sure that the subject has been covered in a lecture, all the points have been covered and that the candidates are aware of where to find more information on the subject should they require it.

Marking homework is an invaluable aid to the teacher. If a circumstance arises where a majority of the class hand in poor papers on a particular topic then, perhaps, the teacher is at fault. A review of the teaching methods as well as information imparted could well lead to an improvement.

It is imperative that the marking of essay questions is consistent and in accordance with the standards required by the STA. This is best achieved by using a marking plan. Having set an essay question produce a model answer to the standard required, mark the model answer giving marks for each correct point. The candidates' answers can then be marked against the plan.

Course Worksheets and Multiple-Choice Papers

The course worksheets and multiple-choice papers are designed to reinforce the topics covered in the training manual; they are designed to show evidence that learning has taken place and are to a measurable standard.

- The tutor must check the progress of the work and give advice where needed.
- At the end of each worksheet is a 'Confirmation of completion of worksheet' box that the candidate must sign; there is also space to indicate which pages the candidate must read if they have given an unsatisfactory answer.

- The tutor must complete the 'Completion Declaration' page at the front of the candidate's portfolio.
- The 'Referrals/ Recommendations' section is for the tutor to record any page number references given for the worksheets and to indicate verbal reinforcement/questioning if a candidate scores less than 7 on a 10 question multiple-choice paper.
- The examiner will check the declaration and worksheets for completion and indicate on the marking sheet that the work has been undertaken.
- The worksheets and multiple-choice papers are compulsory for a satisfactory completion of the course.

Giving Feedback

- Ask the students how they thought they had performed and to highlight the positives.
- Give positive reinforcement of correct procedures and skills performed by the student.
- Ask the group to comment on positive aspects of the performance.
- Ask the student if they would do anything different if they were to repeat the performance.
- Assist the student in recognising any mistakes in their performance and give constructive suggestions.
- Ask the group if they spotted any mistakes in the performance (this may be omitted, depending on the competence, confidence, level of ability and stage of training).
- Conclude with positive reinforcement of the good points and summaries any further practice required.

Setting Standards

It is an over-arching requirement that there is a consistency of outcomes; that is to say that the skill level requirement to achieve an STA qualification should, as far as is practicable, be the same on all courses of the same type irrespective of the tutor, examiner or location.

This puts an obligation on the tutor to teach to a consistent standard; examiners to assess to a consistent standard; and through continual tutor assessment and supportive constructive feedback develop candidates that can teach to the appropriate standard.

There are a number of points to consider that will assist the tutor in achieving this:

- **The correct standards** are set out in the various manuals within the Unit Specifications under the learning outcomes.
- **The learning outcomes** are specified in simple measurable terms and are fully defined within the manuals.
- **The assessments** are specified in the unit specifications and are fully defined within the manuals.

Evaluation

Evaluation is an integral part of any course. It enables you the tutor to ensure that all topics have been covered. The Association has laid down the overall aims and objectives of the course and it is through evaluation that you will be able to tell if all objectives have been achieved. The candidates, whilst undertaking their evaluation will be able to ascertain whether you the tutor have covered all of the objectives. So it is perfectly obvious that evaluation is a most essential tool for any course.

Such evaluation should be carried out many times during each session. This will also help to keep your mind focused on the intended subject.

Any evaluation should always begin with the positive e.g.:

- What went well?
- Why did it go well?
- What is the plan for next time?

Having listed all of the positive points, it is time to turn to the negative points e.g.:

- What went wrong?
- Why did it go wrong?
- What is the plan for next time?

In this situation, honesty is the best policy and be assured that if something has gone wrong nine times out of ten, it is the tutors fault. So the plan for next time would be more thorough and in-depth. Remember that the candidates have paid their hard earned money to attend the best course available and it is up to you, the tutor to ensure that they get the best course.

It is the policy of the STA to send out evaluation sheets to students with the guidance notes and this helps the Association to monitor courses at Head Office. This does not prevent the teacher from issuing his/her own evaluation forms to help evaluate any particular course they organise or run. The same questions may be asked or others whichever the teacher prefers.

9. STA Awarding Body Policy Statements

Customer Service Statement

STA AB is committed to an efficient, responsive and supportive service for Course Organisers, Tutors, Teacher/Examiners and candidates.

The Customer Service Commitment will be sustained by:

- Using clear English in all documents and publications (STA AB does not offer qualifications in Welsh or Irish for Wales or Northern Ireland).
 - Identifying ourselves by name, organisation and department when answering telephone calls.
 - Identifying ourselves by name, organisation and position when answering emails and letters.
 - Ensuring that all correspondence is acknowledged within 5 working days followed promptly by a full reply.
 - Ensuring that all manuals, documentation and examination papers are delivered in good time for the start of the course.
 - Ensuring that all qualification documentation is processed within clearly defined time parameters; Course Organisers will receive pre-course packs 14 calendar days before the course commences (provided the course has been registered at least 28 calendar days in advance); Candidates and Course Organisers will be informed of results within 28 calendar days of STA AB receiving all the relevant documentation.
 - Issuing Certificates - Provided that all requirements have been satisfied STA AB will issue notification of the results and the certificate, to the candidate, within 28 days of receipt of the required paperwork and fees from the course organiser.
 - Monitoring and evaluating all internal and external systems for effectiveness.
 - Monitoring and evaluating all Tutoring Feedback, Examining & Course Management Feedback and Candidate Course Evaluation forms, this will be reported back to the Education Committee.
 - Responding to comments on qualifications, examination papers and administration through the STA Tutor Forum.
- Providing an STA Awarding Body area on the STA website.
 - Publishing details of all registration fees on the STA AB section of the website.
 - Providing support information on the STA website.
 - Providing downloadable documentation on the STA website.
 - Providing enquires and appeals procedures for tutors and candidates that will be processed within clearly defined time parameters; all enquiry applications will be acknowledged within 5 working days and the Course Tutor and Candidate informed of results within 28 calendar days; all appeals will be acknowledged within 5 working days and the decision of the appeal panel sent to the appellant within 5 working days of the hearing.
 - Providing a responsive and unbiased complaints procedure that will be processed within clearly defined time parameters; all complaints will be acknowledged within 5 working days and the complainant informed of the decision/outcome within 28 calendar days.

Contacting STA Awarding Body

- Please quote your membership number in all communications.
- All enquires, appeals and complaints should be submitted to STA on the appropriate form (with the required fee if applicable), these are available as a download from the website.
- STA is happy to informally discuss any specific problems by telephone, letter or email, contact:

STA Awarding Body
Anchor House
Birch Street
Walsall
West Midlands
WS2 8HZ
Tel: 01922 645097
Fax: 01922 720628
Email: sta@sta.co.uk

Equal Opportunities Policy

Safety Training Awards Awarding Body has an Equal Opportunities Policy and will not discriminate on the grounds of sex, race, colour, nationality, national or ethnic origin, marital status, sexual orientation, age, disability, political or religious belief.

Safety Training Awards Awarding Body believes that all candidates have the right to be treated with dignity and respect and Safety Training Awards Awarding Body will not condone or permit harassment or discrimination.

Safety Training Awards Awarding Body is committed to Equal Opportunities by taking positive action to:

- Promote practices and procedures that give Equal Opportunities to everybody who wish to achieve one of our awards.
- Consider the needs of all potential candidates when developing qualifications to minimise any later need to make reasonable adjustments for candidates with particular requirements.
- Develop assessment methodologies that are based on award requirements and aim to avoid unnecessary barriers to achievement.
- Guarantee fair assessment for all candidates, including those with particular assessment requirements.
- Monitor all publications and material produced by STA AB to ensure that they are free from bias.
- Promote the principles of diversity and accessibility.
- Monitor and review our policy on a regular basis, taking into account all changes to current legislation.

The Equal Opportunities Policy will be implemented by:

- Promoting the policy on the STA website Awarding Body section and making it readily available to anyone who requires it.
- Inclusion in regular CPD activities for staff, tutors, moderators and examiners.
- Inclusion within the monitoring, reviewing and development of awards and associated publications and material.
- Monitoring and evaluating the effectiveness of our policy through continuous improvement.

Policy on Accepting Pregnant Candidates on Courses

It is unlawful sex discrimination to treat women less favourably because of their pregnancy. The STA recommend requesting a written medical statement from the candidate to support her participation in the course. The STA provide a downloadable Pre-Course Health Declaration to be signed by the candidate (sample copy on page 33).

Possible risks that should be considered associated with the poolside environment are:

- Lifting or carrying heavy loads
- Standing or sitting for long periods
- Exposure to toxic substances
- Long working hours

For further information:

HSE infoline: 08701 545500

Website: www.hse.gov.uk

Reasonable Adjustments Policy

The STA AB Equal Opportunities Policy guarantees a fair assessment for all candidates; it is permissible, when necessary, to make reasonable adjustments for candidates with particular requirements to enable them to access fair assessment and demonstrate attainment.

Any reasonable adjustments made:

- Must not invalidate the assessment requirements set out in the specification for the relevant qualification.
- Must reflect the current needs of the individual candidate and, as far as is reasonably possible, his/her usual method of working.
- Must not give the candidate an unfair advantage compared to candidates for whom reasonable adjustments are not being made.
- Must maintain the relevance, reliability and comparability of the assessment.

All approved Reasonable Adjustments will be monitored and reported to the Education Committee for evaluation.

Procedures for Requesting Reasonable Adjustments

Access arrangements may cover the entire course and not just the examination, they should be applied for prior to starting the course; if it is adjustment to an examination paper a minimum of 14 days notice is required. Arrangements for any adjustments must be approved by STA AB. The STA AB Request for Access Arrangements

Form is downloadable from the awarding body section of the STA website (sample copy on page 67).

Standard adjustment procedures that may be requested are:

1. **Modified Enlarged Examination Papers** - for candidates with visual impairment that an enlarged paper would allow them access to a fair assessment (14 days notice required).
2. **Examination Time Extension** - extra time is **not** permitted in practical skills performance. An allowance of up to 25% extra time is permissible for examination papers if the candidate has learning difficulties supported by an official assessment/report indicating that there is evidence of need.
3. **Use of a Reader** - for candidates with visual impairment or their reading skills have been tested and technically defined as Below Average. The reader is a responsible adult who reads the questions to the candidate and must not be the course tutor, relative, friend or peer of the candidate. The reader must only read the question paper instructions and the questions, but **must not** explain or clarify; they may, if requested, repeat instructions, read back what has been written, give the spelling of a word on the paper.
4. **Use of a Scribe** - for candidates who cannot write legibly due to learning difficulties such as dyspraxia. The scribe is a responsible adult who writes down a candidate's dictated answers to the questions and must not be the course tutor, relative, friend or peer of the candidate. The use of computer software that produces a hard copy of the candidate's dictated speech is permissible as a scribe.
5. **Use of a Sign Interpreter** - for candidates who's normal way of communication is by sign language. The Sign Language Interpreter is a responsible adult who is proficient in the use of the candidate's sign language and must not be the course tutor, relative, friend or peer of the candidate. The Interpreter must only sign the question paper instructions and the questions, finger spelling technical terms; but they **must not** explain or clarify; they may, if requested, repeat instructions. Candidates may only be permitted to sign their answers in coursework and MCQ exams where the answers involve single words.
6. **Use of earplugs and/or nose clip** - for candidates who have a temporary medical condition such as 'Swimmers Ear' that requires keeping the ear canal dry, or a nasal

problem such as 'Sinusitis' that requires avoiding water from entering the sinuses, a supporting letter is required from a doctor requesting the need for the use of earplugs and/or nose clips.

7. **Use of Swimming Goggles** - the wearing of swimming goggles is **not** recommended when rescue training, as there is a possibility of injury from physical contact. If using goggles for fitness training, remember they are designed for surface swimming only, deep dives will cause pressure on the eyes. Candidates are permitted the use of swimming goggles for the NaRS PH 25metre swim; for candidates with allergies to chemicals in the water a supporting letter is required from a doctor requesting the need of swimming goggles to protect the eyes. When wearing goggles the candidate takes full responsibility for any injury that may arise from there use.
8. **Other Arrangement Request** - any other reasonable adjustments for candidate with particular requirements will be assessed on a case-by-case basis on receiving the request and the appropriate supporting evidence.

Course Organisers and Tutors must endeavour to identify candidate needs as soon as possible to allow appropriate arrangements to be made and approved by STA AB.

The process for requesting access arrangements and the evidence required will vary according to the qualification specifications, the candidate's circumstances and any other factors that may need to be taken into consideration; therefore STA AB approval will need to be obtained on a case-by-case basis.

Approval will not be granted if an adjustment requested compromises the assessment criteria. Failure to comply with this policy may constitute malpractice and the resulting disqualification of the candidate.

Course Organisers and Tutors should assist candidates in choosing an appropriate qualification route, making them aware of the qualification specification requirements. Candidates may still decide to undertake a qualification knowing they cannot fulfil the assessment requirements, in these situations a Certificate of Attendance will be issued.

Special Consideration Policy

The STA AB Equal Opportunities Policy guarantees a fair assessment for all candidates; it

is permissible, when necessary, to arrange for 'special consideration' to be given to candidates who suffer temporary illness, injury or indisposition, be it emotional or physical, that may affect performance at the time of assessment.

Special Consideration is a post examination adjustment to the marks of a candidate's examination paper or the rearrangement of an examination time and/or date.

Any special considerations made:

- Must treat candidates fairly.
- Must not invalidate the assessment requirements set out in the specification for the relevant qualification.
- Must require the candidate to fully meet the assessment requirements, STA AB do not offer an aegrotat award.
- Must not give the candidate an unfair advantage compared to candidates for whom special considerations are not being made.
- Must maintain the relevance, reliability and comparability of the assessment.

All approved Special Considerations will be monitored and reported to the Education Committee for evaluation.

Conditions for eligibility to Special Considerations

Candidates must have attended the course for the appropriate amount of hours and have been fully prepared by the tutor to take the assessment, but if performance in the examination or in the production of coursework is affected by adverse circumstances beyond their control. Special Consideration will be given to:

1. Temporary illness, or accident, or injury at the time of assessment, but not a long-term illness.
2. Being involved in an accident or assisting at the scene of an accident.
3. Bereavement of a family member, relative or close friend while participating on the course or at the time of assessment.
4. A domestic crisis at the time of assessment, such as a fire, or flood, but not moving house or taking holidays.

5. Serious disturbance during an examination, such as evacuation of the premises, or noisy/disruptive building work, but not mobile phones going off.
6. Accidental events such as being given the wrong examination paper, being given a defective examination paper or the examination papers not arriving on time.
7. Participation in sporting events at international level at the time of assessment.
8. Failure of practical equipment, such as resuscitation manikins.
9. Failure by the course organiser or course tutor to implement previously agreed 'Access Arrangements'.
10. If a situation arises where candidates have been prepared for the assessment but the wrong texts have been used (out of date manuals, other organisations manuals etc.), this will be investigated on a case-by-case basis with the objective of treating the candidates fairly without compromising the relevance, reliability and comparability of the assessment.

Note:

Candidates **will not** be eligible for Special Consideration if performance in the examination or in the production of course work is affected by:

1. Committing a crime.
2. Consuming alcohol or any other non-prescribed drugs.
3. Disobeying STA regulations.
4. Failure to attend the prescribed sessions.
5. Misreading question paper instructions and answering the wrong questions.
6. Failure to request Access Arrangements in sufficient time.

Candidates may still decide to undertake a qualification knowing they cannot fulfil the assessment requirements, in these situations a Certificate of Attendance may be issued.

Special Consideration will not be accepted by STA AB if it is considered to compromise the assessment criteria. Failure to comply with this policy may constitute malpractice and the resulting disqualification of the candidate.

Examination Paper Adjustment

Examples of Criteria that will be eligible for Special Consideration	Possible Adjustment
<ol style="list-style-type: none"> 1. Recent diagnosis of a terminal illness of the candidate. 2. Terminal illness of a parent, guardian or carer. 3. Recent death of a member of the immediate family. 	+5%
<ol style="list-style-type: none"> 1. Incapacitating illness of candidate or member of immediate family. 2. Major surgery at or near the time of the examination. 3. Severe disease. 4. Severe car accident. 5. Recent death of member of extended family. 6. Severe or permanent bodily injury occurring at the time of the examinations. 7. Domestic crisis on day of the examination. 	+4%
<ol style="list-style-type: none"> 1. Recent traumatic experience such as death of a close friend or distant relative. 2. Recent illness of a more serious nature. 3. Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack. 4. Recently broken limbs. 5. Physical assault trauma before an examination. 6. Recent domestic crisis. 7. Witnessing a distressing event on day of examination. 	+3%
<ol style="list-style-type: none"> 1. Broken limb on the mend. 2. Recent viral illness. 3. Effects of pregnancy (not pregnancy per se). 4. Hay fever on the day of an examination. 	+2%
<ol style="list-style-type: none"> 1. Excessive noise during the examination. 2. Illness of another candidate that interrupts the examination. 3. Stress or anxiety for which medication has been prescribed. 	+1%
Consideration was given but the addition of marks was seen as inappropriate.	0%

Coursework Special Consideration

If a candidate is eligible for special consideration during the period when coursework was produced, it may be possible to accept a reduced quantity of coursework without penalty provided the candidate has attended the part of the course covering the appropriate subject matter. STA AB will not agree reduced coursework in advance of a course; a Special Considerations Form should be submitted with the course paperwork and a copy of the Candidate's Completion Declaration page.

Lost or Damaged Coursework

If a candidate's coursework is lost or damaged, it may be possible to accept a tutor's statement of completion for which there is no physical evidence, provided the tutor can verify the work was done and it was not the consequence of negligence on the part of the candidate.

Examination Problems

If an incorrect examination paper has been issued to a candidate or the paper is defective in anyway, such as an incorrectly printed page,

notify STA AB on the Special Considerations Form, as an adjustment will be considered on a case-by-case basis.

STA AB will notify Course Organisers, course tutors and the candidate of any discrepancies found when checking results.

Procedure for Requesting Special Considerations

Following an examination or assessment a tutor or course organiser may wish to submit a 'Request for Special Consideration' Form, in recognition of the difficulty a candidate has been under. The form is downloadable from the awarding body section of the STA website and should be submitted with all the paperwork at the end of the course within 7 days of the examination conclusion (sample copy on page 68).

Please indicate on the form the exact nature of the adverse condition/s that you consider make the candidate eligible for a special consideration and supply copies of any appropriate evidence to

support your request, securely attached to the form. You may photocopy the completed form for your records.

Please note that there will be occasions when candidates are too unwell or distressed to complete an examination and occasionally candidates do under perform.

Enquiries About Results and Appeals Procedure

STA AB offers the following Enquiry about Results service:

1. **Clerical re-check** – all clerical procedures leading to the issue of results are re-checked, including:
 - a. Totalling and recording of marks.
 - b. The application of any adjustments.
 - c. The application of any special considerations.
2. **Post-results review** – this reviews the original paper to ensure correct marking of multiple-choice examinations.
3. **Post-results moderation** – this allocates a second senior examination marker to review the original examination paper to ensure a fair and consistent assessment for essay questions.

Applications will only be accepted from Course Organisers or Course Tutors using the STA AB Enquiries About Results Form, this is downloadable from the awarding body section of the STA website (sample copy on page 69). The candidate must be informed of the possible outcomes and costs involved and must sign the form giving consent to the Course Organiser or Course Tutor to make the enquiry about the result. There is no guarantee of a favourable result and it is possible that an adjustment can go down as well as up. The fee payable is £20 per service required, this is refundable if the result is amended.

The candidate has 14 calendar days from receiving the result to submit an Enquiry to STA AB, Anchor House, Birch Street, Walsall, West Midlands, WS2 8HZ

STA AB will acknowledge receipt of the Enquiry within 5 working days, which will be followed promptly by the re-check, review and/or moderation process and the outcome reported as soon as it is available, but within a maximum of 28 calendar days.

If the candidate is dissatisfied with the result of the Enquiry he or she is able to appeal the

decision within 14 calendar days of receiving the Enquiry result. (The Appeal Forms are downloadable from the awarding body section of the STA website.)

Appeals Procedure

Any candidate who is dissatisfied with the assessment result has the right to appeal the decision. The procedures are:

Part A

1. The candidate should initially discuss his or her concerns with the course tutor.
2. The candidate and the Course Tutor should complete part A of the Appeal Form and submit it to the STA AB with the appeal fee of £40. It must be lodged with the STA AB within 28 calendar days of the final result being issued to the candidate. The Appeal Form is downloadable from the awarding body section of the STA website (sample copy on page 70).
3. STA AB will acknowledge receipt of the Appeal within 5 working days, which will be followed promptly by the adjudication process and the outcome reported as soon as it is available, but within a maximum of 28 calendar days.
4. STA AB will appoint a senior officer to act as an adjudicator, who would not have had any previous involvement with the case. The adjudicator will take into account the written submission from the candidate and Course Tutor and review the procedures that were followed to reach the original decision; this may include contacting any external examiners that were involved.
5. A letter will be sent to the Course Tutor and the candidate containing STA AB's decision with a summary of the results from the adjudication.
6. If the appeal is upheld the appeal fee will be reimbursed to the candidate.

Part B

1. If the appeal goes against the candidate, the candidate may appeal the decision to an impartial panel appointed by the Education Committee. The Appeal Form is downloadable from the awarding body section of the STA website (sample copy on page 71).
2. The appeal submission must be lodged with the STA AB within 14 calendar days of receiving the Part A decision, accompanied with a further appeal fee of £40.
3. STA AB will acknowledge receipt of the Appeal within 5 working days.
4. The Education Committee will appoint an impartial appeals panel to evaluate the

procedures used for consistency with STA AB codes of practice and whether they were applied fairly in reaching the decision.

5. The Appeals Panel will comprise a minimum of three and a maximum of five members.
6. Appeals Panels are not allowed to re-mark or reassess work, but may order that a further re-mark or reassessment takes place if they consider that procedures were not adequately followed.
7. STA AB will make arrangements to promptly hear the appeal at Anchor House and will offer the appellant a choice of no more than three hearing dates. If the appellant, or his/her representative, does not attend the hearing may proceed in his or her absence.
8. The appellant has the right to bring any relevant witness(es) to the hearing (a maximum of three are allowed) provided their details are listed with the Part B submission.
9. STA AB also has the right to call any relevant witness(es) to the hearing (a maximum of three are allowed).
10. The appellant's parents/carers may attend as observers with the prior permission of the chair of the panel, but are not allowed to participate in the hearing.
11. STA's Chief Executive Officer has the right to attend any appeal as a representative or an observer.
12. All materials relevant to the appeal will be sent to the appellant no later than seven calendar days prior to the hearing; conditions may be set to protect the confidentiality of material and ensure compliance with the Data Protection Act.

The Hearing Procedures

1. The Chair will be a member of the panel (not the independent member).
2. STA AB will provide a secretary to record the proceedings.
3. The appellant will present his/her case to the panel.
4. The representative of STA AB will have the opportunity to question the appellant (if relevant).
5. The Panel members will have the opportunity to question the appellant.
6. At the end of the questions the hearing will conclude and the appellant, witness(es) and STA AB representative will withdraw.
7. The Panel will decide in private whether to allow or not to allow the appeal or refer back to STA AB for further action.

Post Hearing

1. The decision of the Appeals Panel will be communicated in writing to the appellant within 5 working days of the hearing.
2. If the appeal is upheld all the appeal fees will be reimbursed to the candidate.
3. If the outcome of the appeal affects the accuracy of the results for other candidates this may require adjusting marks or re-arranging assessments to maintain the integrity of the qualification.

Part C

1. If the appellant is dissatisfied with the Appeals Panel decision he/she may appeal to the Trustees of the Association within 14 calendar days of receiving the decision, accompanied with a further appeal fee of £50. The Appeal Form is downloadable from the awarding body section of the STA website (sample copy on page 72).
2. The Trustees will acknowledge receipt of the further Appeal within 5 working days.
3. The appellant will be contacted within 14 calendar days to outline the procedures that will be adopted.
4. An independent person who is not, and has not been at any time during the past seven years, a member of the STA's board or committees, or an employee or examiner of the awarding body, will provide an independent review of STA AB procedures, checking that they were followed correctly and making any relevant recommendations to the Trustees. The Trustees will make the final decision.
4. If the appeal is upheld all the appeal fees will be reimbursed to the candidate.
5. If the outcome of the appeal affects the accuracy of the results for other candidates this may require adjusting marks or re-arranging assessments to maintain the integrity of the qualification.

Malpractice Policy

The Malpractice Policy provides Safety Training Awards Awarding Body (STA AB) and its approved Course Organisers, Tutors and Teacher/Examiners with the procedures for dealing with malpractice on the part of candidates, members and any others involved in providing STA AB qualifications.

What is Malpractice?

For the purposes of this policy, malpractice is defined as the deliberate falsification of records and/or using unfair means during examinations in order to obtain a qualification or certificate. Examples include:

- Claiming certification for non-active candidates.
- Claiming for a certificate for candidates who have not undergone appropriate assessment.
- Claiming for incorrect units or qualifications.
- Claiming for fictitious candidates.
- Fraudulent candidates.
- Using any books, notes or other material for theory examinations.
- Communicating with other candidates or outside sources during theory examinations.

It is distinguished from mal-administration, which is the accidental claiming or issuing of certificates. The former is a deliberate act to deceive, the latter incompetence or a simple mistake.

Reporting Malpractice

Approved Course Organisers, Tutors and Teacher/Examiners have a responsibility to report any alleged or suspected malpractice immediately to the awarding body or as soon as reasonably possible if out of office hours. STA AB will then investigate the alleged irregularities and in all cases, notify the regulatory authorities, once malpractice has been proven. STA AB will also indicate the proposed action and an estimated timescale for the investigation to the regulatory authorities. The 'Report of Suspected Malpractice' Form is downloadable from the awarding body section of the STA website (sample copy on pages 73/74).

If material collected by STA AB is confidential to the individual, such as financial details, STA AB will ensure that this is kept secure and not disclosed to a third party. Additionally STA AB will guarantee that a complainant's identity will not normally be disclosed without his or her formal written agreement.

Failure to cooperate may lead to certificates not being issued and future registrations not being accepted.

Any report of malpractice will be sent to the Education Committee who may refer the matter to the Trustee's. The Education Committee have the power to reassess candidates and suspend members where malpractice is proven; the Trustees of the association have the power to disqualify candidates, expel members and take legal action where gross malpractice is proven. STA AB will inform the regulatory authorities of the outcomes of procedures and will cooperate with any follow-up investigations required by the regulatory authorities and agree on

appropriate remedial action if there is evidence that certificates may be invalid.

Return of Manuals Procedure

Excess manuals must be returned to the STA at the expense of the Course Organiser. Manuals will only be accepted for full credit on the following conditions:

- The manuals are returned to the STA within 2 months of the original course start date.
- The manuals are unused and in perfect condition.
- The manuals were purchased in respect of the course for which they are being returned (i.e. they have not been transferred from an earlier course).
- The Return of STA Manuals Form is completed in full and signed by the course organiser, downloadable from the awarding body section of the STA website (sample copy on page 75)

If the STA is unable to issue a credit, we will inform the course organiser.

STA Fit for Duty Policy

The Swimming Teacher, Lifeguard, Lifesaver, First Aider and Pool Plant Operator perform important and responsible roles requiring professionalism in their conduct.

It is of paramount importance for the safety of pupils, customers, colleagues and the public that they are physically fit and mentally capable of performing their respective roles and should not be suffering from the effects of intoxicating liquor and/or drugs of any description while on duty.

STA recommend anybody reporting for duty under the influence of alcohol and/or drugs should be escorted from the premises and that the incident is treated as gross misconduct and full disciplinary procedures are taken.

Please see "Removing a Candidate from a Course Procedure" for further reading.

Removing a Candidate from a Course Procedure

The Course Organiser and the Course Tutor have responsibility for the overall safety of candidates and any others involved in a course. The 'Removing a Candidate from a Course Procedure' provides STA AB approved Course Organisers, Tutors and Teacher/Examiners with the procedure for expelling a candidate from a course.

The following are reasonable grounds for immediate expulsion of a candidate from a course:

- Being intoxicated by alcohol or drugs
- Being abusive or threatening
- Putting the Tutor, him/her self or other candidates at risk.

When asking a person to leave a course be firm but courteous and if possible have a supervisor or member of management as a witness to the event. Do not become involved in an argument; in extreme cases call the police for assistance to have the offender removed.

If it has been necessary to expel a candidate an 'Incident Report Form' must be completed and returned to the awarding body, this is downloadable from the awarding body section of the STA website (sample copy on page 76)

Injury to Candidate Policy

The Injury to Candidate Policy provides Safety Training Awards Awarding Body (STA AB) and its approved Course Organisers, Tutors and Teacher/Examiners with the procedures for dealing with injuries to candidates, members and any others involved in providing STA AB qualifications.

Approved Course Organisers, Tutors and Teacher/Examiners have a responsibility to report any injury immediately to the awarding body or as soon as reasonably possible if out of office hours. The 'Teacher/Tutor Accident

Report Form' is downloadable from the awarding body section of the STA website (sample copy on pages 77).

STA Awarding Body Complaints Procedure

To help improve STA AB customer service, your comments are always welcomed. If your are in anyway dissatisfied with the service provided:

- Please put your concerns in writing to enable us to fully address the issues that you raise.
- All correspondence will be acknowledged within 5 working days.
- STA AB will appoint a senior officer, who would not have had any previous involvement with the case, to perform an unbiased review of the issues raised.
- A letter will be sent to the complainant, within 28 calendar days of receiving the complaint, with the result of the review and any actions that STA AB have instigated in response to the complaint.

Please write to:

STA
Complaints
Anchor House
Birch Street
Walsall
West Midlands
WS2 8HZ



Safety Training Awards



The Awarding Body of the STA
Enquiries About Results Form

Applications will only be accepted from Course Organisers or Course Tutors

Course Organiser				Course Tutor			
Name:				Name:			
Address:				Address:			
Daytime Telephone No.:				Daytime Telephone No.:			
Email:				Email:			
Membership No.:				Membership No.:			
Details of Course							
Type of Course:				Course Reg. No.:			
Start Date:				Venue:			
Exam Date Theory:				Exam Date Practical:			
Details of Candidate							
Mr/Mrs/Miss/Ms:		Surname:		First Name:			
Address:							
Post Code:		Date of Birth:		Phone No.:			
Enquiry Service Required (please tick)							
		1. Clerical re-check to include: totalling and recording of marks and the application of any adjustments or special considerations.					
		2. Post-results review of original paper to ensure correct marking of multiple-choice examinations.					
		3. Post-results moderation: a second senior examination marker will review the original examination paper to ensure a fair and consistent assessment for essay questions.					
Were there any Adjustments or Special Considerations requested, please give details: YES/NO							
Fee Payable: £20 per service required.				Total of fees included (refundable if result amended):			£
I confirm the candidate has been informed of the possible outcomes and costs of the enquiries and has consented to the making of this enquiry.							
Signed: _____ Date: _____ (Course Organiser/Tutor)							
I give my consent to the Course Organiser/Tutor to make an enquiry about the result of the above examination and understand the possible outcomes may or may not change the original result.							
Signed: _____ Date: _____ (Candidate)							
All applications will be acknowledged within 5 working days.							
PLEASE USE BLOCK CAPITALS							
FOR OFFICE USE ONLY						Course Ref:	



Safety Training Awards



The Awarding Body of the STA STA Awarding Body Appeal Form - Part A

Send the completed form to STA AB with the appeal fee of £40. The fee will be refunded if your appeal is upheld.

Details of candidate and Course:

Name: _____

Address: _____

Phone No.: _____ Course Type: _____

Course dates: _____ Course Ref.: _____

Tutor: _____ Examiner: _____

I wish to appeal the assessment on the above course; I set out below my reasons (you may continue on a separate sheet):

Candidate's Signature: _____ Date: _____

I have discussed the above with the candidate. My comments on the appeal are (you may continue on a separate sheet):

Tutor's Signature: _____ Date: _____

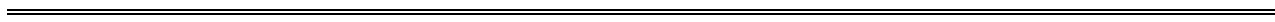
To begin the appeals procedure you must:

- Complete Part A above and sign the form
- Have the form completed by your course tutor
- Send the Appeal Form together with the appeal fee of £40 to STA Awarding Body at Anchor House, Birch Street, Walsall, West Midlands, WS2 8HZ

Please note that appeals received more than 28 calendar days after candidates have been advised of their final result will not be considered.

STA AB will acknowledge receipt of the Appeal within 5 working days

If the appeal goes against you the Part B appeal process may be lodged with STA AB within 14 calendar days of receiving the Part A decision, accompanied with a further appeal fee of £40 (The Appeal Form is downloadable from the awarding body section of the STA website.)





Safety Training Awards



The Awarding Body of the STA STA Awarding Body Appeal Form - Part B

Send the completed form to STA AB with the appeal fee of £40. All the fees will be refunded if your appeal is upheld.

Details of candidate and Course:

Name: _____
 Address: _____

 Phone No.: _____ Course Type: _____
 Course dates: _____ Course Ref.: _____
 Date Part A _____ Date Part A decision _____
 submitted: _____ received: _____

I wish to appeal the Part A decision for the above course; I set out below my reasons (you may continue on a separate sheet):

I wish to have the following witness(es) attend the hearing (a maximum of three is permitted):

Name: _____
 Address: _____

 Name: _____
 Address: _____

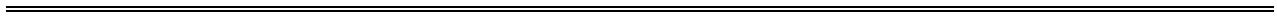
 Name: _____
 Address: _____

Appellant's Signature: _____ Date: _____

- To continue the appeals procedure you must:
- Complete Part B above and sign the form
 - Send the Part B Appeal Form together with the appeal fee of £40 to STA Awarding Body at Anchor House, Birch Street, Walsall, West Midlands, WS2 8HZ

Please note that Part B Appeals received more than 14 calendar days after notification of the decision will not be considered.

STA AB will acknowledge receipt of the Part B Appeal within 5 working days





Safety Training Awards



The Awarding Body of the STA STA Awarding Body Appeal Form – Part C

Send the completed form to the Trustees of the STA with the appeal fee of £50. All the fees will be refunded if your appeal is upheld.

Details of candidate and Course:

Name: _____
 Address: _____

 Phone No.: _____ Course Type: _____
 Course dates: _____ Course Ref.: _____
 Date Part B _____ Date Part B decision _____
 submitted: _____ received: _____

I wish to appeal the Part B decision for the above course; I set out below my reasons (you may continue on a separate sheet):

Appellant’s Signature: _____ Date: _____

To continue the appeals procedure you must:

- Complete Part C above and sign the form
- Send the Part C Appeal Form together with the appeal fee of £50 to the STA Trustees at Anchor House, Birch Street, Walsall, West Midlands, WS2 8HZ

Please note that Part C Appeals received more than 14 calendar days after notification of the decision will not be considered.

The Trustees will acknowledge receipt of the Part C Appeal within 5 working days

<i>Please complete all sections that are relevant</i>				
<i>Examination Procedures</i>				
Were the candidates made aware of the assessment regulations?	YES		NO	
Was the 'Examination in Progress' sign displayed?	YES		NO	
Were the 'Invigilators Instructions' read/explained to the candidates?	YES		NO	
Were candidates informed of examination regulations at the start of the examination?	YES		NO	
<i>Portfolio Completion</i>				
Had the candidate(s) signed the confirmation of completion of worksheets?	YES		NO	
Had the candidate(s) signed the Completion Declaration page?	YES		NO	
Had the Tutor signed the Completion Declaration page?	YES		NO	
Had the Examiner signed the Completion Declaration page?	YES		NO	
If the malpractice is plagiarism please give full details and include copies if possible:				
<i>Candidate Behaviour</i>				
If the malpractice involved disruptive behaviour, did this disturb other candidates?	YES		NO	
Does the malpractice involve the use of unauthorised material?	YES		NO	
<i>Supporting Evidence Submitted</i>				
Statement from Course Organiser		Statement from Course Tutor		
Statement from Invigilator		Statement from Examiner(s)		
Statement from Candidate(s)		Candidate(s) Portfolio(s)		
Unauthorised material removed		Source Copies of plagiarised material		
Assessment records		Other (please give details)		
If statement(s) from those accused of malpractice are not enclosed, please tick the box to indicate that the opportunity to make a statement was given, but was declined.				
<i>Declaration</i>				
The information supplied above is in support of the suspected malpractice that has been indicated on this form:				
Name: _____ Position: _____				
Signature: _____ Date: _____				



Safety Training Awards

The Awarding Body of the STA
Return of STA Manuals



TO BE COMPLETED BY THE COURSE ORGANISER

Excess manuals must be returned to the STA at the expense of the Course Organiser.

Manuals will only be accepted for full credit on the following conditions:

- > The manuals are returned to the STA within 2 months of the original course start date.
- > The manuals are unused and in perfect condition.
- > The manuals were purchased in respect of the course for which they are being returned (i.e they have not been transferred from an earlier course)
- > The form below is completed in full and signed by the course organiser.

If the STA is unable to issue a credit, we will inform the course organiser.

MANUALS RETURN FORM

DATE:	
COURSE ORGANISER:	
COURSE REFERENCE:	
COURSE START DATE:	
NUMBER OF MANUALS RETURNED:	

I return herewith the manuals as above.

I confirm that these manuals were purchased in respect of this course, that they have not been used and are in perfect condition.

NAME: _____ SIGNATURE: _____

FOR OFFICE USE ONLY

Date Manuals Rec'd:					
Manuals checked by:					
Number of manuals:					
Condition/number:	Perfect		Defaced:		Marked:
Credit given/number:	Yes		No		
C/O informed on:			Informed by:		
Manuals destroyed by:			Date Destroyed:		
If Yes, credit raised by:			Date:		



Safety Training Awards



The Awarding Body of the STA Incident Report Form

This form should be used when a Tutor on an STA course decides that a candidate should not be permitted to carry on attending the course.

This could be when, for example, a candidate is intoxicated, under the influence of drugs, is being abusive or threatening or when the Tutor believes the actions of the candidate is putting the Tutor, the candidate or the other candidates at risk.

This should be completed and returned to the STA.

Tutor Details

Tutor Name: _____ Membership No _____

Course Details

Venue _____ Dates _____
Type of Course _____ Course Ref No. _____

Candidate Details

Candidate Name _____ Address _____

Incident Details

Please set out below details of the incident.

Please set out below details of the action(s) taken

Signed by Tutor _____ Date _____
Signed by Witness _____ Date _____



Safety Training Awards

The Awarding Body of the STA



Teacher/Tutor Accident Report Form

This form must be completed when a candidate on an STA course, sustains/reports an injury whilst performing an STA approved technique.

This form must be completed by the Tutor/Teacher and returned to the STA **within 7 days** of the incident. **ALL** sections must be completed. If more than one person was injured please complete a separate form for each person.

N.B. This form is to be used for reporting injuries to the STA only. You will still need to complete a site specific accident form or book.

TEACHERS/TUTORS DETAILS			
Name		Membership No	
COURSE & CANDIDATE DETAILS			
Venue		Course Ref No.	
Type of Course		Date of Incident	
Sex of Candidate	<input type="checkbox"/> MALE / <input type="checkbox"/> FEMALE	Age of Candidate	
INCIDENT DETAILS			
Brief description of what happened (facts only)		<p style="text-align: center;">Front Back</p>	
What part of the body was affected?			
Please mark with an "X" the part of the body affected →			
What technique was being performed at the time of the incident?			
Was any equipment involved?		<input type="checkbox"/> No / <input type="checkbox"/> Yes – Please state what was being used and how it was being used:	
What treatment was given?		<input type="checkbox"/> None <input type="checkbox"/> First Aid <input type="checkbox"/> Advised to go to GP <input type="checkbox"/> Advised to go to Hospital <input type="checkbox"/> Sent to Hospital	
Is this incident RIDDOR reportable?		<input type="checkbox"/> Yes / <input type="checkbox"/> No	
Was the injury an aggravation of an old/existing condition?		<input type="checkbox"/> Yes / <input type="checkbox"/> No	
If Yes, was this declared on the pre-course medical questionnaire?		<input type="checkbox"/> Yes / <input type="checkbox"/> No	
Was this injury observed by the Tutor/Teacher		<input type="checkbox"/> Yes / <input type="checkbox"/> No	
If it was not observed how long after it occurred was it reported to the Tutor/Teacher?			
Signed by Tutor/Teacher		Date	

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