



CIMSPA PROFESSIONAL STANDARD

Assistant Swimming Teacher

(FULL STANDARD)

EDITION: V1.0

PUBLICATION DATE: February 2019

CIMSPA PROFESSIONAL STANDARD: Assistant Swimming Teacher

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ABOUT THIS STANDARD

This document is a CIMSPA Professional Standard (full version).

This full version of the standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners.

Published by:

The Chartered Institute for the Management of Sport and Physical Activity
Incorporated by Royal Charter
Charity Registration Number: 1144545
www.cimspa.co.uk

Publication Date: February 2019
Edition: V1.0



FUNDED PARTNER

1. Overview

Professional Standard: Assistant Swimming Teacher

This Professional Standard outlines the role and scope of an Assistant Swimming Teacher and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

This full version of this standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Assistant Swimming Teacher sits in the sport and physical activity sector as part of the leisure operations industry.

The agreed industry prerequisite to become an Assistant Swimming Teacher is to have achieved a CIMSPA endorsed educational product that meets this Professional Standard.

This Professional Standard Assistant Swimming Teacher can be used as follows:

1. Combined with a specialism to form an educational product: e.g. Occupation: Assistant Swimming Teacher; Population Specialism: Working with Children.
2. Combined with an additional specialism(s) to form an education product: e.g. Occupation: Assistant Swimming Teacher; Environment Specialism: Working in the School Environment (Out of Curriculum); Population Specialism: Working with Children.
3. As a standalone product that can be completed as continuing professional development: e.g. Assistant Swimming Teacher.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



2. Scope of the Assistant Swimming Teacher

The role of the Assistant Swimming Teacher is to provide a fantastic experience to people learning to swim by delivering fun, safe and inclusive swimming activities. They will support the swimming teacher in the delivery of swimming lesson activities to participants of all ages and abilities. Through their engaging, fun, safe delivery of activities participants will build confidence in the water, develop core aquatic skills and improve their capability in all four swimming strokes.

- The Assistant Swimming Teacher will be able to develop water confidence, safety and technical skills across a range of participants of different abilities.
- The Assistant Swimming Teacher will be able to support the participant's continuous development across a range of aquatic activities.
- The Assistant Swimming Teacher will assist the delivery of pre-planned activities to a small group of participants across the full range of development stages under supervision of the Swimming Teacher.

3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA Member. They will:

UNDERSTAND

- How to support a Swimming Teacher to work with a range of participants with different abilities over a period of time sufficient enough to show improvement against an individual's needs and aspirations.

HAVE DEMONSTRATED

- The ability to support a Swimming Teacher to work with a group of participants over a period sufficient enough to show improvement against an individual's needs and aspirations.

Additional specialist standards (population, environment or technical) can be added to educational products to widen the scope of the role and enable an individual to show their expertise in additional populations, in different environments and with technical specialisms.

Examples of specialisms that may be added:

- Working with children.
- Working in the school environment.
- Working with people with long term conditions.

Safeguarding and protecting children

There is limited coverage on safeguarding and protecting children within this standard as there is a separate technical specialism that provides much more in-depth topics that can be embedded alongside this standard.

Refer to the CIMSPA Professional Standards Matrix for a comprehensive overview as to how job roles relate to populations, environments and technical specialisms.

4. Summary of knowledge and skills

Assistant Swimming Teacher

Topic	Knowledge	Skills
Maximising the participants experience	<ul style="list-style-type: none">• Understand how to engage, communicate with and support participants in a safe swimming teaching environment.• Understand how to have a participant-focused approach to supporting the delivery of activities.• Know how to maximise the participant experience through understanding their needs.• Understand how to communicate with the lead swimming teacher.	<ul style="list-style-type: none">• Create a positive and lasting first impression.• Develop relationships with participants through a person-centred approach and excellent communication skills.• Develop effective working relationships with the lead swimming teacher.
Assisting a swimming lesson	<ul style="list-style-type: none">• Know how to follow a plan and use effective activities tailored to the needs of a range of participants within scope of practice, whilst under supervision.• Know the technical requirements of skill development appropriate to the activity.• Understand how to monitor and review, fun, safe and inclusive swimming teaching activities.	<ul style="list-style-type: none">• Prepare and assist fun, safe and inclusive activities for a range of participants, under supervision, using appropriate equipment and methods.• Review the effectiveness of own performance.
Welfare of participants and providing a safe and inclusive swimming teaching environment	<ul style="list-style-type: none">• Understand the welfare needs of participants and positively support participant behaviours.• Know how to prepare safe activity areas and how to safely set up, dismantle and store equipment.	<ul style="list-style-type: none">• Organise own work tasks alongside colleagues to ensure a positive, safe and inclusive learning environment.• Ensure participant welfare needs are met and support positive supervision of participant behaviours.
The Assistant Swimming Teacher and their role within an organisation and sector.	<ul style="list-style-type: none">• Know how to work under appropriate supervision and within professional boundaries.• Understand how the Assistant Swimming Teacher's role and responsibilities as part of a team can support the effective operation of the activity and services.	<ul style="list-style-type: none">• To work under appropriate supervision within professional boundaries using skills such as:<ul style="list-style-type: none">– Problem solving.– Time management.– Interpreting information.• Using own initiative within boundaries.
Industry legislation and guidance, organisational policies and procedures	<ul style="list-style-type: none">• Understand what legislation and organisational policies and procedures are relevant to an Assistant Swimming Teacher.• Understand how relevant industry legislation and organisational policies and procedures impact on an Assistant Swimming Teacher's day-to-day roles and responsibilities.	<ul style="list-style-type: none">• Adhere to relevant industry legislation and organisational policies and procedures in line with organisational guidelines.

5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Professional Standard. The requirements should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the role of Assistant Swimming Teacher. Where evidence that all elements of the Professional Standard are included, CIMSPA endorsement can be sought.

Educational product	Mapping requirements	Professional Standard achieved on attainment?
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the Professional Standard and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Professional Standard are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Professional Standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Professional Standard are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

For the role of Assistant Swimming Teacher, the minimum practical requirements have been outlined as:

- The learner must demonstrate full coverage of all components across all 3 participant types – swimmer, beginner and improver - within a sufficient time frame.
- Within the delivery of activities ensure full coverage of all components a minimum of once: introduction/entry, warm up, main activities, cool down.

- Assessor/tutor observed sessions where the Assistant Swimming Teacher is supporting the teacher to deliver the planned sessions. Three of the sessions must be with a minimum of 4 participants and one more than 4 participants. Sessions must cover all three abilities: non-swimmer, beginner and improver.
- c) They stipulate practical assessment must be conducted, where practically possible, in a real-world environment. For example, 'on the job' or at work. For the role of Assistant Swimming Teacher this could include; indoor or outdoor swimming pools.

Where possible a practical end-point assessment is conducted with 'real participants'.

The use of peers for an end-point practical assessment is not deemed appropriate.

Reasonable adjustments can be applied where specific circumstances make this unviable: e.g. delivery in the prison sector.

- d) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

6. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a Professional Standard. There are 5 key areas of learning and development for the job role of Assistant Swimming Teacher, of which all areas are interconnected and mandatory. The key areas are:

1. Maximising the participant experience.
2. Assisting a swimming lesson.
3. Welfare of participants and providing a safe and inclusive swimming teaching environment.
4. The Assistant Swimming Teacher and their role within an organisation and sector.
5. Industry legislation and guidance, organisational policies and procedures.

N.B. Examples (e.g.) are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role: It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

1. Maximising the participant experience

Ref	Knowledge and understanding:	An Assistant Swimming Teacher must:
K1.1	Participant needs	<ul style="list-style-type: none">• Outline participant expectations and aspirations within the swimming teaching environment.• Describe how to build social support and inclusion within the swimming teaching environment.• Describe how to obtain feedback to support participant retention.
K1.2	The person	<ul style="list-style-type: none">• Identify the main things an Assistant Swimming Teacher should know about each individual participant: e.g. motivations, personal background, health background (physical and mental), prior experience and learning style.
K1.3	Customer service	<ul style="list-style-type: none">• Identify the organisation's aquatic product offer to promote participant progression.• Describe a typical participant journey in the swimming teaching environment.• Know how to present themselves in a professional and approachable manner, in line with organisational standards.• Describe the importance of participant retention and how to influence it.
K1.4	Participant engagement	<ul style="list-style-type: none">• Identify different methods to engage with participants: e.g. verbal and non-verbal communication.• Identify positive behaviour strategies to support ongoing participant engagement.• Identify basic learning theories to support personalised learning.• Describe different types of conflict and how to assist the management of them.• Describe different methods to build rapport to maximise the participant experience.• Identify how to promote a fun, safe and inclusive swimming teaching environment.• Describe the importance of being accessible and approachable to participants.
K1.5	Communication	<ul style="list-style-type: none">• Describe different communication techniques and how to use them: e.g.<ul style="list-style-type: none">– Observation / non-verbal techniques / body language.– Open/closed questioning.– Active listening.• Describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures and sports/activity experience etc.
K1.6	Participant feedback	<ul style="list-style-type: none">• Summarise different methods to obtain participant feedback and channels of recording and reporting in line with organisational procedures.• Describe the impact of an Assistant Swimming Teacher's role on the participant experience.

Ref	Skills:	An Assistant Swimming Teacher must be able to:
S1.1	Participant data	<ul style="list-style-type: none"> • Understand participant information and data to understand the different types of participants and their needs: e.g. <ul style="list-style-type: none"> - Child. - Adult. - Group lesson. - Individual lesson. - Private lesson. - School lesson. - Stage of development. • Use participant information and data, including feedback, to amend activities appropriately.
S1.2	Participant engagement	<ul style="list-style-type: none"> • Demonstrate participant engagement: e.g. induct the participant and deal with participant enquiries. • Implement positive behaviour strategies to support ongoing participant engagement.
S1.3	Customer service	<ul style="list-style-type: none"> • Demonstrate appropriate customer service standards of the organisation, for example: <ul style="list-style-type: none"> - Problem solving. - Discretion. - Influencing. - Teamwork. - Suitable language use.
S1.4	Develop rapport with participants	<ul style="list-style-type: none"> • Develop rapport with participants in a friendly and approachable manner whilst respecting equality and diversity.
S1.5	Professional demeanour	<ul style="list-style-type: none"> • Demonstrate a professional demeanour: e.g. dress, personal attributes and positive first impressions.
S1.6	Communication	<ul style="list-style-type: none"> • Demonstrate communication methods appropriate to the participant.

2. Assisting a swimming lesson

Ref	Knowledge and understanding:	An Assistant Swimming Teacher must:
K2.1	Roles and responsibilities during swimming lessons	<ul style="list-style-type: none">• Describe how to use the correct manual support (when required) when supporting a participant (inside and outside of the water) to include:<ul style="list-style-type: none">- Correct positioning of the hands when supporting participants in the water.- Correct body position when supporting participants on their front and back in the water.- Correct support techniques in deep and shallow water.- Correct assisting and handling when supporting participants with disabilities.- Correct emergency handling.
K2.2	Components of a swimming lesson plan	<ul style="list-style-type: none">• Identify the components of a swimming lesson plan to include:<ul style="list-style-type: none">- Introduction.- Entry.- Warm up.- Main activity.- Contrasting activity.- Cool down activity if applicable.- Exit and conclusion.
K2.3	Supporting anxious participants	<ul style="list-style-type: none">• Know about anxiety in participants and identify the possible causes and signs of anxiety in participants. To include:<ul style="list-style-type: none">- Causes:<ul style="list-style-type: none">○ Fear of water.○ Having a bad experience.○ Changes in environment.○ Overprotective parents, carers or guardians.- Signs:<ul style="list-style-type: none">○ Children clinging to parents, carers or guardians.○ Crying.○ Tantrums.○ Fainting.○ Rapid breathing.• Identify when and how to refer anxious participants.
K2.4	Core aquatic skills	<ul style="list-style-type: none">• Identify the core aquatics skills including:<ul style="list-style-type: none">- Entry.- Exits.- Buoyancy and balance.- Rotation and orientation.- Streamlining.- Sculling.- Treading water.- Flotation.- Aquatic breathing.- Travel.- Coordination.- Water Safety.- Health and Fitness.
K2.5	Scientific principles in swimming	<ul style="list-style-type: none">• Describe the basic scientific principles to include: buoyancy, propulsion and resistance.

Ref	Knowledge and understanding:	An Assistant Swimming Teacher must:
K2.6	Component parts of swimming strokes	<ul style="list-style-type: none"> • Identify the key features of component parts of the four swimming strokes to include: <ul style="list-style-type: none"> - Body position. - Leg actions. - Arm action. - Breathing. - Timing.
K2.7	Reviewing own performance	<ul style="list-style-type: none"> • Describe how to evaluate fun, safe and inclusive swimming teaching activities, under the guidance of a swimming teacher, including core elements such as: <ul style="list-style-type: none"> - The purpose and importance of continual review of activities. - The types of information that an Assistant Swimming Teachers needs to collect to review activities. - How to identify valid sources of feedback from others to aid your review. - How to improve the preparation and delivery of future activities for participants and self. - The importance of discussing and agreeing the outcome of the review with participants and others. - The importance of reviewing all aspects of the planning and delivery of activities. - How to use self-reflective processes to quality assure and identify any development actions that may be required. - Factors that impact on the ability to identify own development needs. - The types of development activities that are available to swimming teacher's assistants and how to access these. - How to complete a development plan and the importance of recording the outcomes of your review for future reference. - How to use information taken from the review to improve future activities. - When and how you would adapt future activities to meet the outcomes of your review. • Describe how to measure the quality of the experience and participants' development.

Ref	Skills:	An Assistant Swimming Teacher must be able to:
S2.1	Roles and responsibilities in a swimming lesson	<ul style="list-style-type: none"> • Demonstrate the correct manual support (when required) when supporting a participant to include: <ul style="list-style-type: none"> - Correct positioning of the hands when supporting participants in the water. - Correct body position when supporting participants on their front and back in the water. - Correct support techniques in deep and shallow water. - Correct assisting and handling when supporting participants with disabilities. - Correct emergency handling. • Carry out assistive tasks to support qualified Level 2 Swimming Teacher (s) to include: <ul style="list-style-type: none"> - Assist the delivery of suitable warm up activities. - Give accurate demonstrations. - Assist the delivery of basic stroke activities. - Assist the delivery of basic core aquatic skill activities. - Assist the delivery of basic teaching points. - Setting up and clearing away equipment. - Changing teaching equipment.
S2.2	Preparation	<ul style="list-style-type: none"> • Demonstrate ability to appropriately prepare for an activity from a component within a session plan.
S2.3	Components of a swimming lesson plan	<ul style="list-style-type: none"> • Support the preparation and delivery of activities aligned to the pre-prepared plan including: <ul style="list-style-type: none"> - Introduction. - Entry. - Warm up. - Main activity. - Contrasting activity. - Cool down activity if applicable. - Exit. - Conclusion.
S2.4	Reviewing lesson and own performance.	<ul style="list-style-type: none"> • Review safe and effective swimming teaching activities, under the guidance of a lead teacher, to include the ability to: <ul style="list-style-type: none"> - Conduct reviews at timely opportunities. - Assist with collating evidence to support the review of the lesson. - Identify how to improve the delivery of future activities for participants and self with the lead swimming teacher. - Be part of the review process with the lead swimming teacher. - Record feedback from the review to help with progression. • Adapt future performance to meet the outcomes of your review.

3. Welfare of participants and providing a safe and inclusive teaching environment

Ref	Knowledge and understanding:	An Assistant Swimming Teacher must:
K3.1	Conduct	<ul style="list-style-type: none"> Describe how to conduct themselves and portray a professional image: e.g. <ul style="list-style-type: none"> Respectful of participants and other professionals. Positive. Honest. Empowering. Motivating. Trustworthy. Committed. Non-judgemental. Consistent. A good role model, with professional personal conduct and integrity.
K3.2	Inclusive swimming teaching environment	<ul style="list-style-type: none"> Describe what makes an inclusive swimming teaching environment. Describe what makes an equitable swimming teaching environment. Describe how to positively support participant's behaviour.
K3.3	Duty of care	<ul style="list-style-type: none"> Describe the Assistant Swimming Teacher's role in the duty of care of the participant.
K3.4	Specific equipment	<ul style="list-style-type: none"> Describe the different types of equipment: e.g. simple, complex or powered.
K3.5	Safe systems of work	<ul style="list-style-type: none"> Describe normal operating procedures e.g.: <ul style="list-style-type: none"> Safe assembly. Dismantling and storage of equipment. Adhering to manufacturers and national governing body (NGB) guidelines. Manual handling techniques. Safe and serviceable equipment policies. Environmental policies and maintenance inspection plans for specific equipment.
K3.6	Personal safety	<ul style="list-style-type: none"> Identify any personal protective equipment required for the Assistant Swimming Teacher and participants. Understand the safeguarding requirements relating to the role of the Assistant Swimming Teacher.
K3.7	Hazards	<ul style="list-style-type: none"> Identify hazards relating to facility, activity and people: e.g. weather impact, insufficient protective equipment or any first aid incident. Describe how to report a hazard.
Ref	Skills:	An Assistant Swimming Teacher must be able to:
S3.1	Engaging participants	<ul style="list-style-type: none"> Engage with each individual participant in a safe and inclusive way. Understand the needs of different participants.
S3.2	Supporting participants	<ul style="list-style-type: none"> Demonstrate participant needs are being met.

Ref	Skills:	An Assistant Swimming Teacher must be able to:
S3.3	Positive behaviour strategies	<ul style="list-style-type: none"> • Implement positive behaviour strategies to support ongoing participant engagement.
S3.4	Preparing for activities	<ul style="list-style-type: none"> • Demonstrate ability to safely prepare swimming teaching activities appropriate to the participants and the lesson plan (aims and objectives).
S3.5	Hazards	<ul style="list-style-type: none"> • Demonstrate appropriate action to deal with identified hazards based on the level of risk.
S3.6	Assemble, dismantle and store equipment	<ul style="list-style-type: none"> • Demonstrate the application of safe systems of work for a range of specific equipment.
S3.7	Teamwork	<ul style="list-style-type: none"> • Demonstrate teamwork skills when working with others.
S3.8	Communication	<ul style="list-style-type: none"> • Demonstrate inclusive verbal and non-verbal communication whilst undertaking duties.

4. The Assistant Swimming Teacher and their role within an organisation

Ref	Knowledge and understanding:	An Assistant Swimming Teacher must:
K4.1	Roles and responsibilities	<ul style="list-style-type: none">Describe the roles and responsibilities of the Assistant Swimming Teacher and how other roles within the organisation can work together to support an effective swimming teaching environment.
K4.2	Own role	<ul style="list-style-type: none">Describe how to work whilst embracing professional boundaries, codes of conduct, own role, personal responsibilities and contribution.
K4.3	Training and development	<ul style="list-style-type: none">Identify the qualification and ongoing training requirements of the Assistant Swimming Teacher's role.
K4.4	Organisational role	<ul style="list-style-type: none">Describe the Assistant Swimming Teacher's role as part of a team in supporting the smooth operation of the swimming teaching environment and assisting the delivery of activities and services in line with organisational aims and objectives: e.g. emergency action plans (EAP), risk assessments, supervision and customer charter, etc.
K4.5	Motivations for assisting in the swimming environment	<ul style="list-style-type: none">Identify their own motivations, reasons for assisting in the swimming environment and what they are trying to get out of role and learning experience: e.g. career progression.

Ref	Skills:	An Assistant Swimming Teacher must be able to:
S4.1	Problem solving	<ul style="list-style-type: none">Demonstrate problem solving skills within the swimming teaching environment.
S4.2	Communication and teamwork	<ul style="list-style-type: none">Demonstrate different communication methods.Demonstrate teamwork skills.
S4.3	Interpreting information	<ul style="list-style-type: none">Demonstrate processing of information and how to follow instructions using professional judgement.
S4.4	Working safely	<ul style="list-style-type: none">Demonstrate ability to follow normal operating procedures.

5. Industry legislation, organisational policies and procedures

Ref	Knowledge and understanding:	An Assistant Swimming Teacher must:
K5.1	Legal and regulatory requirements	<ul style="list-style-type: none">• Identify key legal and regulatory requirements: e.g.<ul style="list-style-type: none">– Equality Act 2010.– Children’s Act 1989.– Children’s Act 2004.– The Care Act 2014.– Mental Capacity Act 2005.– Data Protection Act 1998.– General Data Protection Regulations 2018.• Identify data protection regulations that are relevant to an Assistant Swimming Teacher.
K5.2	Policies and procedures	<ul style="list-style-type: none">• Identify an organisation’s policies and procedures: e.g. normal operating procedures (NOPs), emergency action plans (EAPs), risk assessments, safeguarding, equality and diversity and data protection.• Identify the Assistant Swimming Teacher role in cases of an emergency and how to act and report incidents.
K5.3	Sector guidance	<ul style="list-style-type: none">• Identify sector guidance: e.g. sector bodies and NGBs or health and safety executive.

Ref	Skills:	An Assistant Swimming Teacher must be able to:
S5.1	Sector Guidance	<ul style="list-style-type: none">• Demonstrate adherence to sector guidance including:<ul style="list-style-type: none">– National governing body.– Health and Safety Executive.– Home countries sports councils.– Child Protection in Sport Unit (CPSU).

References and relevant publications

For definitions of supervision please see the links below.

- [Statutory guidance: Regulated Activity \(children\) - supervision of activity with children which is regulated activity when unsupervised](#)
- [Defining ‘Supervision’ and Regulated Activity Sport and Recreation Sector Guidance](#)

7. Acknowledgements

CIMSPA would like to thank the following individuals and organisations for contributing to the development of this professional standard.

- Emma Lewis: GLL (CIMSPA employer partner)
- Sara Dixon: Life Leisure (CIMSPA employer partner)
- Julian Withington: 1life (CIMSPA employer partner)
- Jan Sheward: Cancerunited (CIMSPA employer/SDP partner)
- Shaleigh Jackson: Edinburgh leisure (CIMSPA employer partner)
- Lauren Todd: Life leisure (CIMSPA employer partner)
- Richard Roerton: Everybody (CIMSPA employer partner)
- Ryan Scott, Alex Barrett: Doncaster Culture and Leisure Trust (CIMSPA employer partner)
- Simon Stevens: Swim England (CIMSPA awarding organisation partner)
- Kayle Brightwell: STA (CIMSPA awarding organisation partner)
- Lee Buck: Active IQ (CIMSPA awarding organisation partner)