

Listed below are the criteria that the assessor will be looking for and sampling to achieve compliance and gain the Swim England Learn to Swim Accreditation.

**All the criteria below must be met to achieve accreditation.**

**If the facility fails on any of the essential criteria, it will have 3 months from the date of the assessment to provide new evidence or documentation.**

<b>Business Development</b>
<b>Management of programme delivery</b>
The organisation has a business plan that covers Learn to Swim with clear targets.
Targets are set within KPIs such as the percentage taken up against capacity, the number of certificates and badges sold, minimum numbers for classes to proceed income and usage.
Lesson capacity and swimmer retention are monitored and reviewed.
<b>Secondary Sales</b>
Stocks of badges and certificates are available for purchase following the successful completion of the Learn to Swim Stages.
The site monitors Award Sales and Distribution, such as the number of swimmers at each stage against the potential number of award sales.
<b>Budget</b>
Money is invested back into Aquatics to allow the Learn to Swim programme to be further developed.
A dedicated resource is available to develop and deliver the Learn to Swim Programme, train teachers, meet with customers and promote the scheme.
<b>Compliance</b>
<b>Partnership working</b>
The organisation works in partnership with Swim England through either: <ul style="list-style-type: none"> <li>Swim England Learn to Swim Programme</li> <li>Other evidence of partnership working with a Swim England team.</li> </ul>
<b>Insurance in place (Compliance Declaration)</b>
The organisation should ensure that current insurance certificates for Employer and Public Liability are in place and should be readily accessible to all employees.
<b>Safe and appropriate facilities</b>
All teaching takes place at safe and appropriate facilities with access to emergency telephones and in accordance with the Pool Safety Operating Procedure (PSOP) and Emergency Action Plan (EAP).
<b>Pool Safety Operating Procedures (PSOP)</b>
Centre-based Pool Safety Operating Procedures (PSOP) should be developed for all potential normal day to day situations with documented defined action to be delivered where applicable. Key areas to consider, but not limited to, should include: <ul style="list-style-type: none"> <li>Details of the pool(s)</li> <li>Potential risk</li> <li>Dealing with the public</li> <li>Lifeguards' duties and responsibilities</li> <li>Systems of work</li> <li>Operational systems</li> <li>Detailed work instructions</li> <li>First aid supplies and training</li> <li>Details of alarm systems, emergency equipment and maintenance arrangements</li> <li>Conditions of hire to outside organisations</li> </ul> The procedure should be planned, implemented, reviewed and available to staff with a training process in place. For the full content list of all key areas to consider, please visit: <a href="https://www.rlss.org.uk/pool-safety-operating-procedures-psop-example-content-list-gs018">https://www.rlss.org.uk/pool-safety-operating-procedures-psop-example-content-list-gs018</a> .

## Emergency Action Plan (EAP) (Compliance Declaration)

A centre-based Emergency Action Plan (EAP) should be developed for all potential emergency and first-aid situations with documented defined action to be delivered where applicable. Key areas to consider, but not limited to, should include:

- Evacuation for fire, bomb, and chemical spillage
- Structural damage
- Electricity failure
- Gas or chemical leak
- Lost persons
- Lack of clarity in the pool

The procedure should be planned, implemented, reviewed and available to staff with a training process in place. For the full content list of all key areas to consider, please visit: <https://www.rlss.org.uk/pool-safety-operating-procedures-psop-example-content-list-gs018>.

## Child and Adults at Risk Safeguarding Policy (Compliance Declaration)

The organisation has adopted and communicated the Child and Adults at Risk Safeguarding Policy. The following should be in place:

- Children and Adults at Risk Safeguarding Policy
- Evidence of how this is communicated to customers.

## Equity Policy

The organisation has adopted and communicated the Equity Policy, to include an equal opportunities policy. The following should be in place:

- Equity Policy
- Evidence of how these are communicated to customers.

## Equality Act

The organisation has completed a self-assessment to ensure it meets their responsibility under the Equality Act. The following should be in place:

- Facility assessment procedure
- Completed self-assessment.

## Booking procedures

The organisation uses a booking form that captures the below information and has a system in place to inform the teachers and coaches of the following:

- Medical conditions of participants
- Record of disability information of participants
- Emergency contact information for the parent/ carers
- Additional emergency contact information nominated by parent/ carer (for young participants or adults at risk only).

The organisation has an open and effective booking procedure in place that is communicated to potential and existing customers. The following should be in place:

- Booking procedures
- Waiting lists
- Templates to inform and support customers (parents, carers and participants) i.e. letters, awards, flowcharts, etc.
- GDPR compliance.

## Risk Assessments (Compliance Declaration)

Risk assessments should be carried out and recorded in accordance with 'Management of Health & Safety at Work Regulations 1999' and available to all staff. They should be:

- Current
- Suitable and sufficient
- With all significant hazards recorded
- Effective control measures in place
- Completed to reflect different pool formats and different activities.

<b>Third party joint responsibility</b>
A Joint Responsibility Matrix is in place that considers the responsibilities of companies who share/ hire/ rent the premises and third parties.
<b>Links</b>
<p>Links have been made, such as:</p> <ul style="list-style-type: none"> <li>• School Sports Partnerships</li> <li>• Head Teachers</li> <li>• Local Education Authority</li> <li>• Leisure Providers</li> <li>• School Swimming Providers.</li> </ul>
<b>Action plans</b>
<p>The organisation has an action plan based on its current status. The following should be in place:</p> <ul style="list-style-type: none"> <li>• Current aquatic improvement plan, including actions for the forthcoming year</li> <li>• Links to relevant sports and leisure strategies.</li> </ul>
<b>Membership</b>
The organisation follows the Learn to Swim Programme and holds a Swim England Swim School Membership or other evidence of partnership working with a Swim England Team.
<b>Workforce Development</b>
<b>Personnel procedures and records</b>
<p>The organisation implements personnel procedures according to legal requirements and demonstrates good employment practices. A record is maintained of all personnel information. The following should be in place:</p> <ul style="list-style-type: none"> <li>• Recruitment Policy</li> <li>• Disclosure Barring Service (DBS) checks</li> <li>• Swim England qualifications/ qualified teacher status</li> <li>• Lifeguarding qualifications</li> <li>• Continuous Professional Development (CPD).</li> </ul>
<p>All personnel working with children and adults at risk undertake appropriate training for safeguarding children and adults at risk, such as:</p> <ul style="list-style-type: none"> <li>• Swim England approved safeguarding training</li> <li>• Other approved courses, including those delivered by Local Safeguarding Children Boards (LSCB's).</li> </ul>
<b>Induction</b>
<p>All teaching staff attend and have completed a full facility-specific induction, and all staff are trained and competent to carry out their roles:</p> <ul style="list-style-type: none"> <li>• Induction procedure</li> <li>• Induction records signed and dated by the inductee and inductor.</li> </ul>
<b>Continuous Professional Development (CPD)</b>
<p>Staff attend appropriate CPD to enable them to deliver the programme and develop skills. The following should be in place:</p> <ul style="list-style-type: none"> <li>• Records of CPD attendance</li> <li>• Staff delivering Stages 8, 9, 10 or exit routes of the Swim England Learn to Swim Programme, should have attended relevant CPDs or hold Swim England Level 1 at that discipline</li> <li>• Additional in-house seminars and workshops</li> <li>• Swim England-accredited courses</li> <li>• Royal Life Saving Society (RLSS)</li> <li>• Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)</li> <li>• National Curriculum training if delivering school swimming.</li> </ul>
<b>Training courses</b>
<p>Staff attend appropriate training courses to enable them to deliver the programme and develop skills. The following should be in place:</p> <ul style="list-style-type: none"> <li>• Swim England accredited courses</li> <li>• Royal Life Saving Society (RLSS)</li> </ul>

<ul style="list-style-type: none"> <li>Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)</li> <li>National Curriculum training if delivering school swimming.</li> </ul>
<b>Contingency plans</b>
<p>The organisation has contingency plans in place to deal with the non-availability of staff. The following should be in place:</p> <ul style="list-style-type: none"> <li>Sickness and holiday procedures.</li> </ul>
<b>Meetings</b>
Teachers attend regular meetings with evidence of minutes/ notes of meetings circulated and maintained by the organisation.
<b>One-to-ones and observation reviews</b>
<p>Key personnel develop their skills and knowledge and are subject to observation by the swimming coordinator (or appropriate qualified person), including support and mentoring. Evidence of some of the following should be in place:</p> <ul style="list-style-type: none"> <li>One to one discussion records</li> <li>Appraisals records</li> <li>Personnel development plans</li> <li>Annual observation records</li> <li>Mentoring process, with names of mentors</li> <li>Workforce development plans</li> <li>Training needs analysis.</li> </ul>
<b>Swimming coordinator</b>
A member of staff is identified as having responsibility for overseeing/ coordinating the swimming programme, this should be included in their job description.
<b>Uniform</b>
Uniform is provided for the team to allow customers to recognise teachers.
<b>Swimmer Pathway</b>
<b>Swim England Learn to Swim Programme</b>
<p>Lesson programmes use the Swim England Learn to Swim Programme and complementary awards. The following should be in place:</p> <ul style="list-style-type: none"> <li>Scheme of work</li> <li>Lesson plans</li> <li>Award used</li> <li>Evidence of awards purchased and monitoring of awards sales and distribution</li> <li>Review process</li> <li>Opportunities to access additional activities</li> <li>Delivery of core requirements of the National Curriculum for swimming and water safety, if within school swimming.</li> </ul>
<b>Responsibility</b>
Swim England Level 2 Swimming Teachers, or equivalent, have overall responsibility for teaching.
<b>Support teachers/ assistants</b>
Support teachers such as Swim England Level 1 Swimming Assistants (Teaching), or equivalent, actively assist Swim England Level 2 Swimming Teachers.
<b>Communication</b>
<p>The organisation communicates its programme for teaching swimming clearly to participants and parents /carers. The following should be in place:</p> <ul style="list-style-type: none"> <li>Parent guide/newsletters</li> <li>Proof of communication with potential new users</li> <li>Entry and exit criteria for each level</li> <li>School swimming attainment shared with the school.</li> </ul>

<b>Record of progress</b>
Teachers continually assess and record the progress and achievement of participants and provide feedback to participants and parents/carers on their progress/attainment.
<b>Planning and evaluation</b>
All teachers effectively plan, deliver and evaluate aquatic sessions. The organisation has developed a lesson plan process that teachers are actively using and which is reviewed regularly.
<b>Learner focused delivery</b>
<p>Lessons reflect the ability of participants and are adapted to accommodate the needs of those participants. The following should be in place:</p> <ul style="list-style-type: none"> <li>• Water time planned appropriately</li> <li>• Pool programme adapted</li> <li>• Evidence that swimmers are moved at appropriate times</li> <li>• Classes are sub-divided if appropriate</li> <li>• Individual sessions are adapted by teachers.</li> </ul>
<b>Progression</b>
<p>The organisation actively signposts children to local clubs to enable them to progress from the Learn to Swim Programme and to demonstrate partnership working. The following should be in place:</p> <ul style="list-style-type: none"> <li>• SwimMark Clubs for swimming</li> <li>• Evidence from the relevant clubs</li> <li>• Promote specific sessions to facilitate pathways</li> <li>• School/ club links sessions.</li> </ul> <p>Additional activities are programmed to provide greater opportunities to participate, such as:</p> <ul style="list-style-type: none"> <li>• RLSS Rookie Lifeguard Awards</li> <li>• BSAC Dolphin Snorkeller Awards</li> <li>• Artistic Swimming</li> <li>• Diving</li> <li>• Water Polo</li> <li>• Other aquatic activities.</li> </ul>
<b>Underrepresented groups or disabled participants</b>
<p>Structures are in place to accommodate underrepresented groups or disabled participants. The following should be in place:</p> <ul style="list-style-type: none"> <li>• Disabled participants are integrated into the lessons where appropriate and/or separate lessons are offered</li> <li>• Underrepresented groups are integrated into the lessons where appropriate and/or separate lessons are offered.</li> </ul>
<b>Registers</b>
Registers are used by teachers for each session.
<b>Lesson standards</b>
Teachers are fully aware of the lesson standards to be taught, who is in what group, and if there are any participant medical conditions to be considered.
<b>Safe supervision</b>
The pool programme and supervision are based on Safe Supervision for Teaching and Coaching Swimming guidance.
<b>Class Structures and Programming</b>
<b>Class sizes</b>
All teaching is delivered with an effective teacher-swimmer ratio in line with the 'Safe Supervision for Teaching and Coaching Swimming' guidance.
<b>Timings of lessons</b>
The timing of the lessons reflects the age and ability of the learners.

<b>Numbers</b>
The number of learners at each Learn to Swim stage is monitored to ensure effective planning of sessions and appropriate class sizes. This will enable teachers to support their learners as much as possible in their progress through the Learn to Swim Programme.
<b>Retention</b>
Participant retention in the Learn to Swim Programme is monitored and reviewed, and interventions to assist in retaining learners up to Stage 7 of the Learn to Swim Framework are in place.
<b>Information Technology (IT)</b>
An appropriate software package is used to help plan, monitor and deliver an effective swimming programme.
<b>Marketing and Communication</b>
<b>Front-of-house enquiries</b>
Front-of-house staff are fully briefed to enable all enquiries to be dealt with effectively, with a one-stop shop approach. The following should be in place: <ul style="list-style-type: none"> <li>• Evidence of staff meetings and training, including reception staff</li> <li>• FAQ documents of the Learn to Swim Programme for schools, parents, carers and participants</li> <li>• Verbal and written information/guides available for parents, carers and participants</li> <li>• Memos and emails forwarded to staff to keep them updated.</li> </ul>
<b>Website</b>
The facility's website provides details and promotion of the Learn to Swim Programme and clear information on how to enrol.
<b>Quality Assurance and Customer Satisfaction</b>
<b>Programme Review</b>
The organisation reviews the effectiveness of their Learn to Swim Programme on a regular basis and improvements are made as a result. The following should be in place: <ul style="list-style-type: none"> <li>• Annual review</li> <li>• Action plan/ Aquatic Improvement Plan</li> <li>• Procedure to deal with feedback from participants, parents and carers and the monitoring of customer satisfaction.</li> </ul>
<b>Progress</b>
Parents and carers are kept up to date with progress.
<b>Customer comments</b>
Customer comments are recorded to show how many compliments and complaints are generated by the swimming lesson programme.
<b>Surveys and exit questionnaires</b>
Management regularly survey customers on the scheme and carry out exit surveys when customers leave the Programme.
<b>Health and Safety</b>
<b>Health and Safety Management System</b>
<b>EXAMPLES OF BEST PRACTICE</b> Safety system procedures must cover all key activities for staff, customers, and others; including instructions and guidance on the actions required to ensure a safe environment for staff and customers, good practice models include: <ul style="list-style-type: none"> <li>• HS(G)65 Successful Health &amp; Safety Management</li> <li>• BS OHSAS 18001:2007 Occupational Health and Safety Management Systems</li> </ul> Processes in place to regularly review and update the procedures and policy systems, including the health and safety management system.



## Health and Safety Policy Statement

### EXAMPLES OF BEST PRACTICE

The health and safety policy statement should be signed by the person within the organisation responsible for health and safety.

- The policy statement should set out the responsibilities of the organisation and its employees; containing a commitment to providing a safe and healthy working environment, with both effective systems and procedures that influence the organisation, arrangements, premises and equipment
- The statement should be regularly reviewed and must take into account any significant changes in size and or organisational structures

## Fixed Electrical Installation Inspection Certificate

### EXAMPLES OF BEST PRACTICE

A fixed wiring periodic inspection and test (17<sup>th</sup> edition) should be carried out in accordance with the 'Electricity at Work Act 1989' and 'Requirements for Electrical Installations (IEE Wiring Regulations (17<sup>th</sup> Edition) BS 7671)' with records maintained on site:

- Annually for swimming pools and fire alarm insulation
- Three yearly for other leisure facilities (including dual-use facilities), theatres and emergency lighting insulation
- Five yearly for the village halls and community centres, residential accommodation, offices and educational establishments (not open to the general public)

The certificate will describe if the test is satisfactory or unsatisfactory. An 'Unsatisfactory' certificate will list the actions to be addressed. All Code 1 and Code 2 actions should be addressed, or a plan should be in place to address these actions within a reasonable timespan, with evidence of completion held with the original report.

**Note: Following the first inspection of a brand-new building the examiner could reduce the period of inspection or extend the period of inspection to a maximum of 5 years, any extension and the reason why should be recorded on the inspection certificate and a risk assessment completed (as per table 3.2 Note 8 Guidance Note 3: Inspections & Testing IET)**

**\*\* Operators should liaise with their insurance company and local licensing authority in relation to licence premises to ensure their timescales are met.**

## Fire Risk Assessment (Site-Specific)

### EXAMPLES OF BEST PRACTICE

A fire risk assessment should be carried out by a competent person and recorded in accordance with 'Regulatory Reform (Fire Safety) Order 2005' and available to all staff. It should consider the following elements:

- Current
- Suitable and sufficient
- Sources of Ignition
- Sources of combustion
- Sources of oxygen
- Fire detection
- Escape routes and evacuation
- Firefighting equipment
- Supporting building plans
- Formally reviewed on a planned regular basis, as per 'INDG163', after changes within the building, incidents, the purchase of new equipment or as per the recommendation within the fire risk assessment

The fire risk assessment will provide recommendations for regular inspection, these inspections should be carried out, recorded and records maintained on site.

## Emergency Lighting Test Certificate and Service Records

### EXAMPLES OF BEST PRACTICE

Emergency lighting should be tested for function in accordance with 'Regulatory Reform (Fire Safety) Order 2005' with records maintained on site:

- Monthly statutory checks
- A test of the battery backups (discharge test) completed
- Annual maintenance and service of equipment undertaken by a trained competent person
- As recommended by the fire risk assessment.

## Fire Alarm Test Certificate and Service Records

### EXAMPLES OF BEST PRACTICE

The fire alarm should be tested regularly for function in accordance with 'Regulatory Reform (Fire Safety) Order 2005' with records maintained on site:

- Weekly statutory checks – demonstrating a planned approach to checking all call points on a rotational basis
- Six monthly maintenance and service of equipment undertaken by a trained competent person
- As recommended by the fire risk assessment.

## Fire Extinguishers Inspection Records

### EXAMPLES OF BEST PRACTICE

Firefighting equipment including extinguishers, blankets and hoses should be tested regularly for function in accordance with 'Regulatory Reform (Fire Safety) Order 2005' with records maintained on site:

- Monthly statutory checks
- Annual maintenance and service of equipment undertaken by a trained competent person as recommended by the fire risk assessment
- As recommended by the fire risk assessment.

## Asbestos Survey/Register

### EXAMPLES OF BEST PRACTICE

An asbestos survey should be carried out for all buildings built before 2000 in accordance with 'Control of Asbestos Regulations 2012'. If asbestos is located a register should be completed and control measures implemented including:

- A process is established for addressing the management of asbestos, including defining the duty holder
- A regime of regular inspection
- Information for contractors and/or visitors
- Guidance on what to do if asbestos is disturbed
- A plan of the location of asbestos in the building is understood by staff.

## Legionella Risk Assessment

### EXAMPLES OF BEST PRACTICE

A Legionella risk assessment should be carried out by a competent person and recorded in accordance with 'Legionella L8' and available to all staff. It should contain responsibilities (duty holders) and recommendations to reduce the risk of an outbreak which may include:

- Flushes of underused outlets
- Water temperature checks (less than 20° centigrade for cold, more than 50° for hot)
- Calorifier temperature checks
- Microbiological water tests
- Shower heads descaling
- Chlorination regime
- Tank inspections
- Detailed/accurate schematic drawings of all hot and cold domestic water services

The above inspections/ tests should be carried out, recorded and records maintained on site.

The risk assessment must be formally reviewed regularly and specifically whenever there is reason to suspect it is no longer valid. An indication of when to review the assessment and what to consider should be recorded in the current risk assessment. This may result from and include:

- Changes to the water system or its use
- Changes to the use of the building in which the water system is installed
- The availability of new information about risks or control measures
- The results of checks indicating that control measures are no longer effective
- Changes to key personnel
- A case of Legionnaires' disease/legionellosis associated with the system.



## Gas Boiler Service Records

### EXAMPLES OF BEST PRACTICE

Gas boilers should be serviced in line with legislation and manufacturer's instructions, with records maintained on site:

- Annual maintenance and service of equipment undertaken by a trained competent person.

## Passenger Lifts and Hoist Examination and Inspection

### EXAMPLES OF BEST PRACTICE

Passenger lifts and hoists should be serviced in accordance with 'Lifting Operations and Lifting Equipment Regulations (LOLER) 1998' and the Health and Safety at Work etc. Act 1974 and manufacturer's instructions, with records maintained on site:

- Passenger lifts, six monthly thorough examinations, maintenance and service undertaken by a trained competent person
- Hoists (including pool and disabled) six-monthly, thorough examination, maintenance and service undertaken by a trained competent person.

## Non-Passenger Lifts, Hoists and Work Platforms Examination and Inspection

### EXAMPLES OF BEST PRACTICE

Non-passenger lifts and hoists should be serviced in accordance with 'Lifting Operations and Lifting Equipment Regulations (LOLER) 1998' and manufacturer's instructions, with records maintained on site:

- An annual thorough examination, and maintenance undertaken by a trained competent person

Mechanical hoists should be serviced in accordance with 'Lifting Operations and Lifting Equipment Regulations (LOLER) 1998' and the manufacturer's instructions, with records maintained on site:

- An annual (unless the equipment is used to lift people, this would be every six months) thorough examination, maintenance and service of equipment undertaken by a trained competent person

Mobile elevated work platform should be serviced in accordance with 'Lifting Operations and Lifting Equipment Regulations (LOLER) 1998' and manufacturer's instructions, with records maintained on site:

- A six-monthly thorough examination, maintenance undertaken by a trained competent person.