# Quest – Splus 20 - Swimming Lessons
# Guidance Notes

| Module Outcome |
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| • To increase participation in swimming |
| • To ensure all children can swim competently, confidently, and proficiently over a distance of at least 25 metres by Key Stage 2 (or equivalent) |
| • To provide adults with the opportunity to learn a new skill |
| • Maximise the potential participation and income opportunities within a centre. |

| PLAN |
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| **Challenge: How do you plan to deliver an inclusive Swimming Lesson programme and maximise capacity?** |
| **Examples of best practice**<br>• National Agendas considered<br>• Understanding of local agendas<br>• Sources of research<br>• Business Plan targets for the lesson scheme<br>• Plan used to achieve objectives<br>• Capacity and ratios |
| **Suggested Guidance**<br>• Has the facility and or scheme, within the planning process, considered national agendas, for example increasing participation levels of children and adults<br>• Is there an understanding of local agendas such as school swimming, water safety and deprivation as part of the planning process<br>• Does the facility/scheme consider sources of research such as demographics, market segmentation, latent demand, and competitor activity<br>• Has the facility created clear business plan targets for the lesson scheme, do these objectives have clear measurements such as income and do the objectives have distinct marketing actions<br>• Does the management understand how the facility/scheme plans to use swimming lessons to achieve objectives within the community and local plan<br>• Have the maximum numbers for each class, ratios of teachers to pupils and bather to water space ratios been developed and implemented, is this in line with Safe Supervision in Swimming Pools? |

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| DO |
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| **Challenge: How do you communicate the programme and progress of participants to staff and new and existing customers?** |

**Examples of best practice**
- Communication via outreach
- Welcome Pack
- Progress and reports
- Pathways
- Registers
- Lesson Standards
- Emergency contact and medical information
- Meetings
- Uniform and swim hats
- Websites and social media platforms
- Messaging software or Applications, such as WhatsApp or Messenger.
- Bespoke Apps, such as a tailor-made application designed for a swimming lesson provider
- Specialist Swim School Management Software.

**Suggested Guidance**
- Is communication via outreach to schools, customer referrals and cross-selling from different activities used to attract new customers
- Is there a welcome pack in place for new customers which provides information on how the process works, including information on terms and conditions, payments, attendance, clothing, and rules, particularly in the case of pupil illness
- Are parents and customers kept up to date with progress, are reports provided, are there 'parent evenings or swim galas
- Do parents have access to the organisation's Swimming Lesson App to monitor their child's progress and to find out further swim lesson information, such as the skills required to achieve a badge or award
- Are pathways to competitive swimming via the lesson programme and skill content of lessons displayed to assist parents in aligning fun swimming to skill needs
- Are registers used by teachers for each session
- Are teachers fully aware of the lesson standards to be taught, who is in what group, and if there are any pupil medical conditions to be considered
- Is emergency contact information recorded for parents/ carers, including additional emergency contact details nominated by the parent/ carer
- Do regular meetings with the team take place that assist in driving continuous improvement, sharing of success and the generation of new ideas
- Are uniforms provided for the team to allow customers to recognise teachers and different colour swim hats for pupils to ensure they join the correct lesson

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| DO |
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| Challenge: What external influences and good practices have you considered? |
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**Examples of best practice**
- Recognised programme
- Safe supervision
- Recognised by professional body
- Assessment against professional body's standards
- Success recognised by awards
- Feedback from participants and customers
- Feedback from swimming teachers and assistants
- Competitor analysis and best practices.

**Suggested Guidance**
- Is the programme based on a recognised programme i.e., Amateur Swimming Association (ASA), Swimming Teachers Association (STA), or Scottish Swimming, with clear progression through well-described levels
- Is the pool programme and supervision based on safe supervision for teaching and coaching swimming guidance
- Is the organisation recognised by the professional body that the lessons are affiliated to
- Has the management plan for the organisation to be assessed against the professional body's standards
- Does the organisation celebrate the success of the programme by taking part or being recognised with awards, for example, the 'swimtastic' awards
- Has the organisation sought feedback and acted on feedback provided by their staff and their customers
- Has the organisation completed a competitor analysis of other Swim School providers to gain best practices and added any actions to the Site Improvement Plan (SIMP)?

| Challenge: What resources have you in place to fulfil the delivery of the programme? |
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**Examples of best practice**
- Evaluate the number of teaching aids
- Lifeguard arrangements
- Lessons programmed
- Teaching pools and shallow water
- Process to recognise talent and a detailed recruitment process
- Badges and certificates
- Secondary sales
- Dedicated resource for the programme

- Additional activities for greater participation
- Pool of Swim Teachers/Assistants
- Marketing resource
- Specialist Swim School Management Software

**Suggested Guidance**
- Is there a plan in place to evaluate the number of teaching aids required based on the capacity of the scheme, for example, the correct number of woggles, discs, floats, egg flips, sinkers, and water cans
- Have the lifeguarding arrangements been considered within the normal operating procedures and do they include safe supervision, local educational agreements, and teacher qualification
- Have parent and baby, preschool and swimming lessons been programmed to suit customer lifestyles, sibling attendance, teacher availability and general pool usage
- Has the use of teaching pools and shallow water been utilised to create confidence in the water and access to lower-ability lesson demand
- Is there a process in place to recognise talent, which involves swimming clubs in the higher ability lessons and galas that guide parents on the next step to competitive swimming
- Are stocks of badges and certificates available for purchase following the successful completion of levels
- Is the learn to swim equipment that is used available for parents to purchase and use in their own swimming time
- Is there a dedicated resource available to develop and deliver the programme, train teachers, meet with customers and promote the scheme
- Are additional activities programmed to provide greater opportunities to participate, such as rookie lifeguard, bronze medallion, synchronised swimming, diving, water polo, snorkelling, and octopush?

| MEASURE |
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| **Challenge: How do you measure?** |

**Examples of best practice**
- Targets set for key performance indicators (KPIs)
- Business plan objectives
- Internal audits
- Mystery Visitors
- Customer Comments
- Surveys and Exit Questionnaires
- Staff and customer retention levels

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**Suggested Guidance**
- Are targets set within KPIs such as the percentage taken up against capacity, the number of certificates and badges sold, minimum numbers for classes to precede, income, usage, and teacher expenditure
- Does the swim scheme contribute to the business plan objectives, for example, increase participation and work with partners such as swimming clubs
- Are internal audits undertaken that assist in measuring how standards are implemented and where improvement is required
- Are mystery visits undertaken to experience the swim lesson scheme and report on how well standards are delivered
- Are customer comments recorded to show how many compliments and complaints are generated by the swimming lesson programme
- Does the management regularly survey customers on the scheme and carry out exit surveys when customers leave the scheme?
- Does the management monitor the number of staff vacancies?
- Does the facility monitor the average length of swim lesson scheme attendance and their average drop-off point within the scheme?

| REVIEW |
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| **Challenge: How do you review what you measure?** |

**Examples of best practice**
- Improvement Actions from customer feedback and surveys
- Benchmarking
- Customer satisfaction
- Documentation, Policy, and Procedure Review
- Staff recruitment, retention, and attrition levels
- Staff training and completion records
- Customer retention levels

**Suggested Guidance**
- Is the information generated from customer comments, exit surveys and satisfaction surveys used to look for trends and identify improvement actions
- Do the management compare performance with other pools in the area, contract or region and share improvement ideas and best practice
- Is customer satisfaction improving, for example, reviewing length of stay in the scheme, numbers of pupils that swim competitively for a club and speed of transition through the skill levels
- Is documentation, policies and procedures reviewed in line with the schedule defined
- Is the organisation able to recruit and retail sufficient staff to deliver their planned programme
- Are all staff being kept up to date on their planned training and are achieving the required levels of competency
- The facility reviews the average length of time a swimmer remains in the scheme.

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| IMPACT |
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| **Challenge: Has what you have done made a difference?** |

**Examples of best practice**
- Business objectives achieved
- PFIs improving year on year
- Audit/ Mystery visit results improving
- Customer Satisfaction/ Compliments and complaints
- Swimming numbers improving
- Swimmers are staying within the scheme for longer
- Number of children and adults who cannot swim 25 metres
- Safer on holiday
- Swimming strategy
- Staff vacancies are filled
- Staff are 100% up to date on their training and complete CPD.

**Suggested Guidance**
- Can the team demonstrate that the business objectives for the swimming lesson programme have been achieved and have influenced the growth of the programme and income
- Can the team demonstrate that the PFIs are improving year-on-year
- Do the results of audits/ mystery visits show improvements in the lesson programme
- Are customer satisfaction survey results improving over time? Has the number of compliments increased/complaints decreased regarding the swimming lessons
- Are more people in the community more active, are casual swimming numbers improving
- Does the facility know how many children and adults in the area cannot swim 25 metres
- Do customers feel safer taking their children to swimming pools on holiday
- Has the facility and or the scheme contributed to the area's swimming strategy
- Are all staff vacancies filled?
- Are staff retained for longer?
- Have all staff training 100% up to date and staff have taken part in recognised CPD?