



**Scottish
Swimming**

SQA / UKCC Level 2 Certificate for Coaching Swimming

Course Syllabus



Overview

This qualification is aimed at those interested in delivering a coaching programme in a competitive swimming environment.

Scottish Credit and Qualifications Framework (SCQF) and United Kingdom Coaching Certificate (UKCC)

This qualification is also recognised as a UKCC Level 2 and is on the SCQF at National Progression Award Level 5. In order to achieve the qualification Candidates must achieve Units 1-6.

Pre-requisites

- Candidates must be at least 17 years of age at the commencement of the course
- Hold the Scottish Swimming UKCC Level 1 Certificate for Coaching Swimming.
- Current Member of Scottish Swimming
- Hold the ASA UKCC Level 1 Certificate for Coaching Swimming. Or:
- Gain exemption prior to the course from Scottish Swimming.

Introduction

The Level 2 Certificate for Coaching Swimming sits as the second formally assessed qualification on the coaching qualifications pathway. Units 1-3 are common units to all of the aquatic strands (Teaching Aquatics, Swimming Coaching, Diving, Synchronised Swimming and Water Polo) and has a focus on the “how to coach” skills. It is envisaged that these units can be delivered to all coaches who wish to work in the aquatic environment. Units 4-6 have their focus on Swimming Coaching technical knowledge and practical skills that will allow the coach to fulfil the following Role Descriptor

Role Descriptor

Once qualified the holder of the Level 2 Certificate for Coaching Swimming is able to plan, deliver and evaluate a series of six consecutive sessions within the context of a macro cycle prepared by a senior/licensed coach.

Format

The qualification is designed to be delivered and assessed using a combination of theory and practice throughout Units 1-5. Unit 6 is a practical unit, which is delivered in a vocational environment and assessed by a vocational assessor.

Units 1-5 have to be passed before the candidate is allowed to progress onto Unit 6.

Length of Learning Programme

Approximate hours: 40 hours theory
26 hours practical

NB: The exact detail of what is covered in the practical session during the course will be decided by the course tutor on how best to deliver the learning programme. Flexibility is allowed in order that the practical element of the course criteria best suit the prior knowledge and experience of the candidates attending.

Fourteen hours coaching practice during the course should be with swimmers from a Scottish Swimming affiliated club in a club environment. This will be under the supervision of the course Tutor/Assessor.

Minimum of 12 hours coaching in the home environment i.e. away from the course, assessed by a Vocational Assessor and completed within 12 months of attending the course and passing Units 1-5.

66 hours total plus written knowledge test related to Unit 1 and Unit 4 or the syllabus.

Depth of knowledge

The depth of knowledge required for the qualification is at a specific level and is described in the publication "Swimming Coaching Level 2" and the additional candidate resources provided as part of the course. For tutors the level is as described in the relevant Tutor Pack.

Assessment and Verification

Assessment of Units 1-5 is by the course tutor/assessor and will cover the following:

- Practical coaching through the use of an observation and oral checklist.
- Theoretical knowledge through the use of a written knowledge test.
- Planning, preparation and other associated tasks through the completion of a candidate log book.

Assessment of Unit 6 is by a vocational assessor and will cover the following:

- Practical coaching through the use of an observation and oral checklist.

(N.B. Courses leading to a SQA qualification are subject to internal and external verification on a sampling basis.)

Progression

Achievement of this qualification may enable the candidate to secure employment (paid or voluntary) as a coach normally operating in the context of a swimming club, a local authority swimming programme, or a private swimming programme. The qualification is the second stage in a four level coaching structure. Units 1-3 (Health and Safety, Principles of Coaching, Sports Science) are transferable across all disciplines and therefore candidates wishing to take a Level 2 qualification in another discipline are only required to complete Units 4-6 within the discipline.

Recommended Reading and Resources

All recommended resources for Level 1 plus the following:

- A guide to planning coaching sessions Galvin, B & Ledger P
- Championship Swim Training Sweetenham, B & Atkinson, J
- Coaching Swimming Successfully Hannula, D
- Swimming Teaching & Coaching: Level 2 Cross, R & Wilson, C
- The Swimmer Pathway:LTAD ASA

Guided teaching Hours away from the course

Candidates will be expected to prepare aspects of sessions, complete additional tasks allocated by the tutor including general worksheets and additional reading in addition to the course content. The exact time required would vary from candidate to candidate but will normally amount to approximately 10-20 hours.

Course Administration

Candidates:

- Candidates need to enrol onto the programme, through Scottish Swimming, with the SQA prior to starting the Level 2 Certificate for Teaching Aquatics and pay the appropriate registration / assessment fee.
- Units 1–5 can be taken as either a course or as individual units in any order, however the recommendation is that Units 1-3 are taken prior to Units 4 & 5.
- If units are taken individually, units 1-5 need to be completed prior to progressing on to Unit 6.
- Candidates registering onto the Level 2 learning programme will be give 18 months from the date of registration in which to successfully complete the qualification (i.e., Units 1-5 plus Unit 6 practical assessment in the appropriate environment).

Learning Programme:

- All practical aspects of the course leading to any aquatic qualification at UKCC level 2 must be delivered in a physical location that meets the minimum criteria laid out by the Awarding Body.
- Courses must be registered with the SQA a minimum of 10 weeks prior to the commencement date (NB: A course can comprise of Units 1 – 5 or individual units or a combination of units).
- Practical assessment needs to be undertaken with competitive swimmers in an appropriate training environment. i.e. Scottish Swimming affiliated club.
- All assessment should be undertaken in accordance within the guidance laid out by the Awarding Body.
- The maximum number of candidates per tutor for unit 1 is 16.

Human Resources needed for delivery and assessment

All tutors delivering this unit are expected to have completed the ASA Tutoring in Sport qualification or 1 st 4 Sport Certificate in Tutoring Sport qualification. If the tutor is also the assessor then it is expected that that have completed the A1 (D32/33) or IAPS Assessors Qualification. If the tutor does not have this qualification then an appropriate assessors will be needed. Each tutor will have to be associated with an Internal Verifier who has the V1 (D34) qualification.

A Vocational Assessor can undertake the assessment of Unit 6. Vocational assessors will have completed an appropriate assessors qualification and sportscoach UK mentor training.

UNIT 1 – HEALTH AND SAFETY

Description of the Unit

This is a mandatory unit. This is a core unit that links across all UKCC Level 2 strands (Teaching Aquatics, Swimming Coaching, Diving, Synchronised Swimming, Water Polo).

The unit explores the issues of Health and Safety relating to a Level 2 Teacher/Coach.

Notes

Each unit is split into elements. Each element has its own assessment criteria, and each assessment criteria has its own reference number e.g. U1.1.1 is Unit1.Element1.Assessment Criteria1.

Throughout the Level 2 syllabus references to Scottish Swimming's Learn to Swim Programme and SwiMark can be substituted for the relevant home county equivalents.

Element 1 – Preparation for Teaching/ Coaching Activities

To achieve this element, the candidate must be able to:

- U1.1.1 Identify the common components and uses of Pool Safety Operating Procedures (PSOP).
- U1.1.2 Identify the components and uses of a risk assessment.
- U1.1.3 Identify relevant Health and Safety regulations relating to the Level 2 Teacher/Coach.
- U1.1.4 Identify relevant Health and Safety regulations relating to the Level 2 Teacher/Coach.
- U1.1.5 Identify appropriate readiness factors of participants and self-relating to the safe teaching/coaching of sessions.
- U1.1.6 Identify appropriate standards of behaviour for participants.
- U1.1.7 Explain organisational guidelines to protect children and vulnerable adults from abuse.

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Control and Preventative Measures:

- Components of a PSOP: e.g. Previous Risk Assessments, safe activities on and off site, reporting procedures, managing participants' needs.
- Uses of a PSOP: Procedures for setting up and putting away equipment e.g. lane ropes, water polo nets, springboards.
- Relevant Regulations for Health and Safety for the Level 2 Teacher/Coach: Health and Safety and Work Act 1974.
- Components of a Risk Assessment: Types of Hazards: e.g. - Resources, equipment, facilities, environment, participants and others; Evaluation of risk.
- Uses of a Risk Assessment: Planning for safe sessions, reducing operational risk, reviewing safety policies.

Health and Safety Responsibilities of Self, Participants and Others:

- Safety Responsibilities and Procedures: Minimising risk, reporting injuries illnesses and accidents to appropriate person.
- Readiness for Participation of Self and Others, e.g.- Appropriate dress, physical condition i.e. intoxication, illness, injury, psychological state.
- Session Management: Safe behaviour, participant to Teacher/Coach ratios, supervision of level 1 Teachers/Coaches.

Children and Vulnerable Adults:

- Organisational Guidelines: Guidelines on manual handling, procedure, self protection.

Assessment

This unit will be assessed through written examination and specific tasks.

UNIT 2 – PRINCIPLES OF TEACHING/COACHING

Description of the Unit

This is a mandatory unit.

This is a core unit that links across all YJCC Level 2 strands (Teaching Aquatics, Swimming Coaching, Diving, Synchronised Swimming, Water Polo).

This unit explores the issues relating to planning of teaching/coaching relating to a level 2 Teacher/Coach.

Notes Each unit is split into elements. Each element has its own assessment criteria, and each assessment criteria has its own reference number e.g. U1.1.1 is Unit1.Element1.Assessment Criteria1.

Throughout the Level 2 syllabus references to Scottish Swimming's Learn to Swim Programme and SwiMark can be substituted for the relevant home county equivalents.

Element 1 – Roles and Responsibilities

To achieve this element the candidate must be able to:

- U2.1.1 Explain the roles and responsibilities of the Level 2 Teacher/Coach.
- U2.1.2 Identify minimum standards of behaviour for individual personal practice..

Syllabus

Roles & Responsibilities

- L2 Teacher/Coach Role: Plan, prepare, deliver and evaluate a series of sessions within a pre-prepared long term plan, in order to improve a participant's performance.
- Responsibilities: e.g. motivation and enjoyment, promoting good practice, duty of care, health & safety of self and others, supporting others, supervising Level 1 Teachers/Coaches.
- Self Presentation: e.g. – Dress, language, attitude of self, attitude toward others.

Assessment

All elements within Unit 2 will be assessed through ongoing coursework tasks.

Element 2 – Communication and Communication Styles

To achieve this element the candidate must be able to:

- U2.2.1 Identify methods of communication that will create and maintain positive and equitable working relationships with participants and others.
- U2.2.2 Identify communication styles that will reflect the learning styles of participants and others.
- U2.2.3 Identify common administrative procedures used in teaching/coaching.

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Communication

- Methods of Communication: verbal e.g. effective questioning (open and closed); effective feedback; voice projection / projection, effective listening skills; Non Verbal e.g. body language, written, demonstration.
- Learning Styles: Visual, Auditory, Kinaesthetic.

Administration

- Common Administration Procedures: e.g. - Report writing, presentations, recording data, filing, use of information technology.

Assessment

All elements within Unit 2 will be assessed through ongoing coursework tasks.

Element 3 – Planning and Evaluation

To achieve this element the candidate must be able to:

- U2.3.1 Explain the planning process.
- U2.3.2 Identify information required to plan a session.
- U2.3.3 Explain the different needs of a range of participants.
- U2.3.4 Identify appropriate methods to collect review and analyse participant's needs.
- U2.3.5 Identify guidelines for dealing with confidential information.
- U2.3.6 Identify alternative activities as appropriate to meet changing needs of participants and the teaching/coaching environment.
- U2.3.7 Explain the purpose and value of evaluation.
- U2.3.8 Identify evaluation methods that can be used to monitor development and learning for participants, self and others.
- U2.3.9 Identify the opportunities for evaluation of self and others.

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Planning

- The planning process: e.g. schemes of work, planning for a term/year, session plans.
- Information required to plan e.g. session outcomes, participants, resources, content boundaries, health and safety, timings, duration, technical content, linked activities.
- Range of participants e.g. beginners, expert, children, elderly, disability, other needs.
- Needs of participants: e.g. appropriate activities, Intensity, Environment, additional support.
- Methods to collect Information: e.g. questioning, written forms, discussion, information from others, feedback.
- Dealing with information: data protection, disclosure of information.
- Planning for self and others: flexibility; adaptation; improvisation; range of participants; different individual's needs.

Evaluation

- Purpose and value of evaluation e.g. feedback on performance (participant and teacher/coach), future development, future planning.
- Methods of evaluation e.g. discussion with participants, peer review, self reflection, technologies (video).
- Opportunities for evaluation e.g. previous session, agreed observations, feedback opportunities, self review, participants performance.

Assessment

All elements within Unit 2 will be assessed through ongoing coursework tasks.

Element 4 – Teachers/Coaches Tool Box

To achieve this element the candidate must be able to:

- U2.4.1 Identify the stages of Long Term Athlete Development (LTAD).
- U2.4.2 Describe the impact that LTAD has on the teaching/coaching process.
- U2.4.3 Explain the need to refer participant(s) who cannot be supported within the current teaching/coaching environment.
- U2.4.4 Identify and explain the stages within the teaching programme/coaching cycle.
- U2.4.5 Identify preferred teaching/coaching philosophy and teaching/coaching style for self

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Effective Teaching/Coaching

- The Teaching/Coaching Cycle: prepare, plan, deliver, monitor, evaluate.
- Teaching/Coaching Styles: Autocratic e.g.- telling and selling, Democratic e.g.- sharing and allowing, Laissez-Faire, Understanding personal teaching/coaching philosophy.

Long Term Athlete Development (LTAD)

- LTAD: FUNdamentals, Learning to Train (Swim Skills), Training to Train; Training to Compete, Training to Win.
- Impact of LTAD on the teaching/coaching process: teaching/coaching process, participant referral.

Assessment

All elements within Unit 2 will be assessed through ongoing coursework tasks.

UNIT 3 – SPORT SCIENCE

Description of the Unit

This is a mandatory unit.

This is a core unit that links across all YKCC Level 2 strands (Teaching Aquatics, Swimming Coaching, Diving, Synchronised Swimming, Water Polo).

This unit develops the level 2 Teacher/Coach's knowledge relating to exercise physiology, teaching/coaching psychology and training principles.

Notes Each unit is split into elements. Each element has its own assessment criteria, and each assessment criteria has its own reference number e.g. U1.1.1 is

Unit1.Element1.Assessment Criteria1.

Throughout the Level 2 syllabus references to Scottish Swimming's Learn to Swim Programme and SwiMark can be substituted for the relevant home county equivalents.

Element 1 – Exercise Physiology and Principles of Training

To achieve this element the candidate must be able to:

- U3.1.1 Identify the major components that make up the nervous system and describe the functions of each component relating to movement.
- U3.1.2 Identify the major muscle groups and describe the structure, properties and function of skeletal muscle.
- U3.1.3 Identify the major bones of the skeletal system (skeleton) and describe the development, properties and function of the Skeletal System.

- U3.1.4 Identify the components of the respiratory system and describe its function.
- U3.1.5 Identify the components of the Cardiovascular System and describe its function.
- U3.1.6 List and describe the principles of training.
- U3.1.7 Identify the main energy systems and their functional characteristics.
- U3.1.8 List the essential components of nutrition for the human body.
- U3.1.9 Identify the guidelines and methods for hydration and symptoms for dehydration of the human body.

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- Nervous System: brain, spinal cord, nerves, nerve impulses, movement initiation, response and adaptations to exercise (speed, power, endurance, flexibility and nervous system fatigability).
- Muscular System: major muscle groups, origins and insertions muscle pairings, muscular contraction, responses and adaptations to exercise (muscle fibre types size).
- Skeletal System: function of the skeleton, major bones, types of bones, bone growth, development of skeletal system, joints, response and adaptations to exercise (bone structure, joint types, synovial membrane, synovial fluids, articular cartilage).
- Respiratory System: Anatomy e.g.- lungs, nose, mouth, mechanisms of breathing, structure and function, response and adaptations to exercise (transfer of oxygen and carbon dioxide (gaseous exchange), training development).
- Cardiovascular System: Anatomy e.g. – heart and blood vessels, structure and function, transport of oxygen to and carbon dioxide from muscles; response and adaptations to exercise (oxygen uptake, anaerobic threshold, training development).
- Energy Systems: anaerobic (alactic system), anaerobic (lactic acid system), aerobic (lactic acid, lactate threshold, speed, endurance).
- Types of Training: strength, speed, power, endurance, flexibility.
- Principles of Training: specificity, stress, overload, adaptation, progression, reversibility.
- Nutrition: carbohydrates, fats, proteins, vitamins and minerals, energy supply for the provision of exercise, food pyramid.
- Hydration: methods, guidelines, symptoms and effects of de-hydration, testing.

Assessment

All elements within Unit 3 will be assessed through ongoing coursework tasks.

Element 2 – Teaching/Coaching Psychology and Skill Acquisition

To achieve this element the candidate must be able to:

- U3.2.1 Identify and explain the two types of motivation.
- U3.2.2 Identify individual personality traits and types.
- U3.2.3 Describe own personality type.
- U3.2.4 Describe other personality types. U
- 3.2.5 Describe strategies to develop rapport building with an athlete.
- U3.2.6 Identify strategies to develop team building.
- U3.2.7 Identify areas for self-regulation.
- U3.2.8 Identify and explain the stages of learning.

- U3.2.9 Identify types of skill.
- U3.2.10 Identify appropriate methods for teaching/coaching skills.

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Teaching/Coaching Psychology

- Establishing Personal Motives: Motivation of participants; Intrinsic e.g. have fun, make friends, improve health and fitness, achieve success, learn new techniques and skills; Extrinsic e.g. Money, trophies, celebrity.
- Personality: traits and types e.g. – type A, type B, extrovert/introvert continuum; Performing under pressure.
- Strategies to promote teamwork, rapport building, self-regulation.

Skill Acquisition

- Stages of learning: Cognitive, Associative, Autonomous, feedback loop mechanism.
- Types of Skill: Gross motor skills, fine motor skills, open skills, closed skill.
- Methods to teach/coach skill: e.g. observation, demonstration, instruction, analysis of skill, using mental imagery, using technologies, practicing the skill (Whole part whole, shaping and chaining, performing, progressive part method, sequencing).

Assessment

All elements within Unit 3 will be assessed through ongoing coursework tasks.

UNIT 4 – SWIMMING COACHING TECHNIQUES

Description of the Unit

This unit is a mandatory unit

This unit is sport specific and outlines the mechanics of competitive Swimming and appropriate methods to assess and improve the participant's performance.

Note Each unit is split into elements. Each element has its own assessment criteria, and each assessment criteria has its own reference number e.g. U1.1.1 is Unit1.Element1.Assessment Criteria1.

Element 1 – Technical Mechanics

To achieve this element the candidate must be able to:

- U4.1.1 Identify and explain the technical mechanics and make up of Frontcrawl.
- U4.1.2 Identify and explain the technical mechanics and make up of Backstroke.
- U4.1.3 Identify and explain the technical mechanics and make up of Butterfly.
- U4.1.4 Identify and explain the technical mechanics and make up of Breaststroke.
- U4.1.5 Identify and explain the technical mechanics and make up of Starts.
- U4.1.6 Identify and explain the technical mechanics and make up of Turns.
- U4.1.7 Identify and explain the technical mechanics and make up of Finishes.
- U4.1.8 Identify appropriate methods to implement changes and adjustments of technical mechanics in order to improve performance.
- U4.1.9 Prioritise corrections in order to improve performance.
- U4.1.10 In line with British Swimming protocols define components of stroke and explain how they are measured.

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- Technical Mechanics of the Competitive Strokes: Leg action, body positions, arm actions, head positioning, breathing, coordination, variation.
- Types of Start: e.g. - Track, grab, relay, backstroke.
- Technical Mechanics of Starts: Take off, flight, entry, underwater phase, transfer to stroke, spotting for relay takeovers.
- Types of Turns: e.g. – Tumble, Legal touches, Individual Medley.
- Technical Mechanics of Turns: Approach, transition, turn rotation, push off, underwater phase, transfer to stroke.
- Technical Mechanics of Finishes: Legal touches, spotting, gliding, half-strokes.
- Appropriate Methods for Changes and Adjustments: Drills for: (Leg action, body positions, arm actions, head positioning, breathing, coordination, stroke).
- British Swimming Measurement Protocols: Stroke Rate, Stroke Length, Stroke Count.

Assessment

This unit will be assessed through written examination and specific tasks.

UNIT 5 – SWIMMING COACHING TRAINING PREPARATION

Description of the Unit

This unit is a mandatory unit.

This unit is sport specific and outlines the construction of Swimming sessions and sets, and the physiological reasoning behind them.

Note Each unit is split into elements. Each element has its own assessment criteria, and each assessment criteria has its own reference number e.g. U1.1.1 is Unit1.Element1.Assessment Criteria1.

Element 1 – Training Preparation

To achieve this element the candidate must be able to:

- U5.1.1 Identify training intensity classifications used in set construction.
- U5.1.2 Explain the basic physiological response to each classification.
- U5.1.3 Construct a micro-cycle training plan incorporating each training intensity classification including British Swimming training protocols.
- U5.1.4 Explain the underlying physiological principles of British Swimming tests and test sets.
- U5.1.5 Identify the relationship between training intensity classification and British Swimming tests and test sets.

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- Training Intensity Classifications: Aerobic 1, Aerobic 2, Anaerobic Threshold, VO₂, Lactate Production, Lactate Tolerance, Lactate Removal, Speed Development.
- Basic Physiological Responses: Heart Rate, Perceived Exertion, Blood Lactate Level.
- Micro-cycle Planning: set construction, session construction, work: rest ratio, British Swimming Training Protocols e.g. warm up, cool down
- British Swimming Tests and Test Sets: e.g. 7 x 200 Step Test, 3 x 200 Snap Shot, Maximum Heart Rate, Stroke Efficiency, Double Distance, 15m Time, Vertical Jump.

Assessment

This element will be assessed through ongoing course work tasks.

UNIT 6 – SWIMMING COACHING PRACTICAL SKILLS

Description of the Unit

This is a mandatory unit and before commencement of Unit 6 candidates must hold a Scottish Swimming or ASA Level 1 Teacher/Coach Licence.

This unit is sport specific and enables swimming coaches to demonstrate various specific competencies already assessed in Units 1-5, in a real (in-situ) practical swim coaching environment.

To demonstrate the ability to plan, deliver and evaluate a series of six consecutive swimming sessions to improve each participant's performance.

Note Each unit is split into elements. Each element has its own assessment criteria, and each assessment criteria has its own reference number e.g. U1.1.1 is Unit1.Element1.Assessment Criteria1.

Element 1 – Practical Skills

To achieve this element the candidate must be able to:

- U6.1.1 Demonstrate planning, delivery and evaluation of a six session cycle of work.
- U6.1.2 Implement strategies to identify and assess common risks associated with swimming training and competition.
- U6.1.3 Implement strategies to minimise the risk of injuries or illness occurring to swimmers during training and competition.
- U6.1.4 Promote swimmer recovery through improved techniques in their adaptation to training.
- U6.1.5 Effectively plan, deliver and evaluate training sessions catering for individual differences in swimmers while developing race competence for each of the strokes.
- U6.1.6 Effectively plan, deliver and evaluate training sessions that acknowledge the physiological needs and capacities of the Swimmers including the energy systems.
- U6.1.7 Implement and review a specifically designed six session training programme that facilitates the development of a Swimmer in line with their stage of Long Term Athlete Development and considers the principles of training.
- U6.1.8 Identify and implement the use of technology and equipment appropriate for swimmers, in a training / competition environment.
- U6.1.9 Analyse the performance of swimmers during competition and plan relevant improvement strategies.
- U6.1.10 Implement sound communication strategies with swimmers, parents, club officials, and colleagues. Techniques used are to include, but not be limited to: Questioning, active listening, observation skills, voice projection, demonstrations, strategies to build rapport, provide feedback, receive feedback, conflict avoidance, conflict resolution, effective movement around the pool, written correspondence (e.g. whiteboard, information sheets, flyers, memos, training schedules, coaching reports / presentations etc), the use of strategies which suit the learning styles of the swimmers.
- U6.1.11 Implement and monitor a suitable fluid replacement programme with swimmers in a training / competition environment.
- U6.1.12 Use psychological processes to implement individual and team goal-setting strategies.
- U6.1.13 Implement processes to develop team cohesion and spirit in a training / competition environment.
- U6.1.14 Use psychological processes to assist swimmers to identify, attain and maintain their ideal psychological performance state.

- U6.1.15 Maintain / modify administration records for the club / squad (e.g. name, address, medical history, swim times, personal bests, attendance, payment records, etc).
- U6.1.16 Produce, implement and review a personal action plan based on reflection, analysis and recording of feedback given by participants and others.

Syllabus

- Practical Units 1-5.

Assessment

This unit will be assessed through the provision of an evidence-based portfolio and Vocational Assessor observation, and/or oral questioning. Completion o Unit 6 must be within 12 months of attending the course and successfully pass Units 1-5.