



Australian Government

Department of Education, Employment and Workplace Relations

SISCAQU310A Instruct swimming strokes

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use drills, activities and games to instruct swimming strokes to a range of clients including children and adults.

Application of the Unit

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a Unit of Competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

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| 1. Analyse the strokes of swimming. | <p>1.1. Identify the basic biomechanical principles of the <i>strokes of swimming</i> and break each part into its components.</p> <p>1.2. Identify observable body movements for each stage of the skill in order of importance for performing the skill.</p> <p>1.3. Identify and document technique checklist.</p> |
| 2. Assess participant readiness. | <p>2.1. Identify the <i>characteristics of the participant group</i>.</p> <p>2.2. Identify the swimming strokes to be developed.</p> <p>2.3. Determine the <i>instructional methods</i> and instructional styles appropriate to the participant group.</p> <p>2.4. Determine appropriate <i>drills, activities or games</i> for the participant group.</p> <p>2.5. Allocate sufficient space and assemble <i>resources</i> for the drills, activities or games, according to <i>relevant legislation, organisational policies and procedures and conditions and external influences</i>.</p> |
| 3. Conduct drills, activities and games. | <p>3.1. Provide clear and accurate instruction of drills, activities and or games using technological aids where appropriate.</p> <p>3.2. Introduce participants to the water in an appropriate manner according to <i>best practice principles of aquatic activities</i>.</p> <p>3.3. Demonstrate skills and techniques to participant group as required.</p> <p>3.4. Monitor the participation and performance of each participant, according to relevant legislation, and provide feedback as required.</p> <p>3.5. Observe participants' movement through water according to the <i>principles of movement in water</i> and accounting for the <i>factors affecting movement in</i></p> |

ELEMENT**PERFORMANCE CRITERIA**

- water*. Adjust or refine individual or group stroke technique as required.
- 3.6. Modify drills, activities or games as required according to participant needs and ***factors which affect skill development***.
- 3.7. Respond to participant concerns and questions as required according to best practice principles of aquatic activities.
- 3.8. Monitor time and complete drills, activities and games according to organisational policies and procedures.
4. Review and adapt the instruction.
- 4.1. Request and respond to feedback from participants.
- 4.2. Identify aspects needing further emphasis or attention in future sessions.
- 4.3. Review own performance and identify ***areas needing improvement*** and appropriate strategies as required.
- 4.4. Implement modifications to future instruction in response to feedback and review of participant progress.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - provide clear instruction
 - confirm understanding
 - request and respond to participant questions and feedback
- problem-solving skills to:
 - identify and address participant difficulties in developing swimming stroke skills
 - maintain group control
- planning and organisational skills to:
 - select and instruct appropriate drills, activities and games
 - manage time
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

Required knowledge

- legislation and organisational policies and procedures to ensure the safety of clients, other facility users and staff
- principles of movement in water and best practice principles of aquatic activities to enable safe, effective and consistent instruction of swimming strokes
- biomechanical principles to enable the analysis of swimming strokes
- use, maintenance and care of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- delivers concise information, explanations and demonstrations to ensure drills, activities or games are conducted safely
- observes clients and provides feedback and intervention to improve individual skill performance and stroke techniques as appropriate
- responds to client progress and modifies instructional methods, styles and activities for individuals or groups, as appropriate, to enhance skill development
- applies organisational policies and procedures and relevant legislation to ensure safety of participants and other facility users as appropriate.

Context of and specific resources for assessment

Assessment must ensure:

- conduct of drills, activities and games in multiple sessions to develop freestyle, backstroke, breaststroke and butterfly swimming strokes according to the accepted best practice principles of aquatic activities
- access to a swimming pool or confined natural shallow water venue
- access to safety equipment relevant to local regulatory and organisational requirements
- access to appropriate clients.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of swimming stroke instruction, monitoring and adjustment according to the needs and characteristics of participant groups and organisational safety requirements
- oral or written questioning to assess knowledge of the application of the principles of movement in water
- third-party reports from a supervisor detailing candidate's performance on the job.

Holistic assessment with other units relevant to the

industry sector, workplace and job role is recommended, for example:

- SISCCRO302A Apply legal and ethical instructional skills

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Strokes of swimming may include:

- freestyle
- backstroke
- breaststroke
- butterfly.

Characteristics of the participant group may include:

- age
- stage of development
- physical or intellectual characteristics
- cultural and situational factors.

Instructional methods may include:

- whole skill strategies
- progressive part strategies
- demonstration strategies
- command and response strategies
- experiential or problem-solving strategies
- techniques to encourage the reluctant participant.

Drills, activities or games may include:

- strokes drills
- current accepted industry training
- stroke correction drills
- modified games.

Resources may include:

- flotation devices
- first aid facilities and equipment
- kickboards
- noodles
- pool safety equipment
- clipboards
- ratio of instructors or equipment to participants.

Relevant legislation may include:

- occupational health and safety
- duty of care
- working with children.

Organisational policies and procedures may include:

- occupational health and safety
- communication protocols
- a recognised Swimming Teachers Code of Conduct

Conditions and external influences may include:

- swimwear and personal protective equipment.
- environmental conditions
- other facility users
- spectators
- parents
- other instructors.

Best practice principles of aquatic activities may include:

- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks
- a recognised Swimming Teachers Code of Conduct
- the culture of swimming and water safety.

Principles of movement in water may include:

- buoyancy
- flotation
- hydrostatic pressure
- propulsion
- lift
- drag
- turbulence
- acceleration
- resistance
- balance and stability.

Factors affecting movement in water may include:

- body alignment
- balance
- core power.

Factors which affect skill development may include:

- individual considerations
- physical, intellectual and emotional characteristics
- venue
- distractions
- class size
- water depth
- available water space.

Areas needing improvement may include:

- knowledge
- instructional skills and techniques
- group control techniques.

Unit Sector(s)

Community Recreation

Competency Field

Aquatics