



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISSSWM301A Teach the competitive strokes of swimming**

**Release: 2**

## **SISSSWM301A Teach the competitive strokes of swimming**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to teach the competitive strokes of swimming. This unit focuses on planning, conducting and evaluating drills, activities and games to develop swimming strokes, starts, turns and finishes.

### **Application of the Unit**

This unit applies to individuals operating as swimming coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This may also involve supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

### **Licensing/Regulatory Information**

No licensing, 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.

1. Plan swimming sessions.

- 1.1. Establish participant's needs and *characteristics*.
- 1.2. Assess participant's *readiness* and current knowledge of the *competitive strokes* and *starts, turns and finishes of swimming* to identify *session aims and objectives*.
- 1.3. Develop a *plan* according to participant's needs and characteristics, *relevant legislation, organisational policies and procedures* and *best practice principles of swimming* and *aquatic activities*.
- 1.4. Identify *safety procedures* associated with swimming *drills, activities and games* according to organisational policies and procedures.
- 1.5. Select and access a pool, *equipment and resources*.
- 1.6. Identify and analyse the competitive strokes, starts, turns and finishes of swimming to be developed.

2. Brief participants.

- 2.1. Communicate instructions and relevant information about the session in a manner appropriate to participants.
- 2.2. Encourage participants to seek clarification, information and feedback as required during the session.
- 2.3. Inform participants of known and anticipated *risks*, safety procedures and appropriate behaviour according to organisational policies and procedures and accepted best practice.
- 2.4. Establish a suitable communication system to use while participating in drills, activities and games.

3. Conduct swimming sessions.

- 3.1. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
- 3.2. Conduct warm-up and introductory activities.
- 3.3. Apply *teaching and coaching techniques* to impart

**ELEMENT****PERFORMANCE CRITERIA**

- required knowledge and the requirements of the competitive strokes, starts, turns and finishes to be developed.
- 3.4. Monitor individual *participant's performance* and maintain effective communication during drills, activities and games.
  - 3.5. Observe participant's skill execution during drills, activities and games, and adjust or refine individual and group technique as required.
  - 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop the competitive strokes of swimming.
4. Complete post-session responsibilities.
- 4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.
  - 4.2. Evaluate *relevant aspects* of the session and determine the level of learning achieved.
  - 4.3. Identify potential areas of improvement for future swimming sessions.

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - consult with participants to plan sessions that meet their needs
  - convey information about all aspects of the session
  - provide feedback to individuals and group
- problem-solving skills to:
  - address participant difficulties in developing skills and techniques
  - anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - observe, monitor and evaluate progress
  - organise participants into manageable groups for drills, activities and games
- literacy skills to:
  - produce a plan for the swimming sessions
  - complete post-session participant and self-evaluations
- numeracy skills to deliver drills, activities and games within session timeframes
- first aid and emergency response skills appropriate to the location.

### Required knowledge

- legislation, organisational policies and procedures and accepted best practices of swimming to enable safe conduct of sessions
- equipment and resources used for swimming to teach the required skills of competitive strokes, starts, turns and finishes of swimming
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable appropriate and effective conduct of sessions
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- competitive strokes, starts, turns and finishes and specific drills, activities and games that promote progressive skill acquisition in individuals and group
- communication systems used between participants, coaches, referees and support staff during swimming sessions
- risks commonly associated with swimming and methods of mitigating these risks
- emergency response and safety procedures appropriate for swimming to ensure risk minimisation to self and group.

## 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:

- plans and delivers information, explanations and demonstrations for swimming session to ensure activities are conducted safely according to participant needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the competitive strokes, starts, turns and finishes of swimming
- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure conduct of multiple sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a group of participants at a basic swimming level
- equipment and resources
- swimming pool facilities.

#### 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 using a range of teaching and coaching techniques to develop the competitive strokes, starts, turns and finishes of swimming
- oral or written questioning to assess knowledge of

relevant legislation, organisational policies and procedures, and rules, policies and regulations of swimming to enable safe conduct of all drills, activities and games during sessions

- observation of monitoring and adjusting individual or group techniques where required
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSSWM302A Plan a program for a competitive swimmer.

## 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.

***Characteristics*** may include:

- age
- cultural and situational factors
- swimming experience
- fitness level and physical capabilities
- injuries and illnesses.

***Participant readiness*** may include:

- physiological
- psychological
- technical
- social
- emotional.

***Competitive strokes*** may include:

- freestyle
- breast stroke
- backstroke
- butterfly.

***Starts, turns and finishes of swimming*** may include:

- general, stroke specific and relay starts
- tumble, twist, stroke specific and medley turns
- general and stroke specific finishes.

***Session aims and objectives*** may include:

- progressive skill acquisition
- self-improvement
- fitness targets
- competition readiness.

***Plan*** may include:

- session aims and objectives
- date, time and duration
- location, resources and equipment
- coach and participant ratios
- drills, activities and games
- safety requirements.

***Relevant legislation*** may include:

- occupational health and safety
- privacy
- working with children
- anti-doping policy
- harassment-free sports policies.

***Organisational policies and***

- occupational health and safety
- conflict resolution



***procedures*** may include:

- communication protocols
- pool safety and hygiene requirements
- use, care and maintenance of equipment and facilities
- training and scheduling commitments
- code of ethics.

***Best practice principles of swimming and aquatic activities*** may include:

- International Activity Organisation rules
- best practice codes of ethics developed by the peak bodies responsible for the coaching of swimming
- policies of employer organisations
- Swimming Coaches Code of Conduct policy
- Australian Sports Commission's Harassment-free Sport policy
- the culture of swimming.

***Safety procedures*** may include:

- group management in emergency situations
- symptoms, treatment and prevention of common risks
- clear communication systems.

***Drills, activities and games*** may include:

- those described in National Activity Organisation Level 2 Coaching Manual
- modified games.

***Equipment and resources*** may include:

- training equipment
- technical equipment
- teaching resources.

***Risks*** may include:

- injuries
- exhaustion
- dehydration
- cramps.

***Teaching and coaching techniques*** may include:

- demonstrating skills
- whole and part approaches
- shaping approaches
- modelling approaches
- command and response approaches.

***Participant performance*** may include:

- performance and accuracy of swimming skills
- attitude and behaviour
- ability to perform competitive strokes, starts, turns and finishes during a competition.

***Relevant aspects*** may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to and by participants

- initial and final assessment of participant's abilities
- validity and reliability of assessment and evaluation tools.

## **Unit Sector(s)**

Sport

## **Competency Field**

Swimming