



Australian Government

Department of Education, Employment and Workplace Relations

SISSSWM302A Plan a program for a competitive swimmer

Release: 2

SISSSWM302A Plan a program for a competitive swimmer

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan a training program for a competitive swimmer. It focuses on the skills needed to develop a program which meets the needs of individual or groups of swimmers and involves planning for competitive swimming situations.

Application of the Unit

This unit applies to coaches and or performance development officers working with individuals or teams of competitive swimmers. This includes planning individualised programs to improve the performance of swimmers while maintaining their wellbeing.

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. Identify needs and requirements of swimmers and program.

- 1.1. Analyse the ***requirements*** of competitive performance for the activity or discipline in swimming.
- 1.2. Use approved ***assessment methods*** to develop ***profiles*** for each individual, subgroup and group participating in the program.
- 1.3. Outline ***objectives*** for the program, and each phase within the program, according to swimmer's profiles and through negotiation with swimmers and ***support personnel***.

2. Develop a program.

- 2.1. Develop a performance ***strategy*** to meet the identified needs and requirements of the swimmer or team.
- 2.2. Select drills, activities and games that address the identified needs and requirements according to ***best practice principles of swimming and aquatic activities***.
- 2.3. Establish ***fixed points*** of the program and identify and document ***periodisation*** within the program.
- 2.4. Identify strengths and weaknesses of the opposition.
- 2.5. Develop individual and team ***tactics*** to match the performance ***strategy*** and the opposition profile according to swimming ***rules, policies and regulations***.
- 2.6. Identify ***resource requirements*** for the program according to ***relevant legislation*** and ***organisational policies and procedures***.
- 2.7. Schedule and document all aspects of the training program according to organisational policies and procedures and ***best practice principles of swimming and aquatics activities***.
- 2.8. Identify ***potential constraints*** and ***external***

ELEMENT**PERFORMANCE CRITERIA**

- influences* and develop *strategies* to overcome these.
- 2.9. Determine *evaluation methods* to monitor the program prior to and after implementation.
3. Evaluate program.
- 3.1. Gather and discuss data on swimmer's performance in competitions as a result of program implementation.
- 3.2. Seek feedback from participating swimmers, other coaches and support personnel.
- 3.3. Evaluate effectiveness of training program and modify as required.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
 - develop an individualised training program to improve competitive swimming skills
 - devise a program schedule according to identified requirements and objectives
- communication skills to:
 - liaise with swimmers, other coaches, health professionals and support personnel
 - convey training program requirements
 - seek feedback from various sources
- problem-solving skills to:
 - select appropriate techniques and strategies for the program to meet objectives
 - modify program as required
- literacy skills to develop individual profiles and programs
- numeracy skills to gather and analyse data on swimmer's performance.

Required knowledge

- legislation, organisational policies and procedures and accepted best practices of swimming to enable development of safe training programs
- anatomical, physiological and biomechanical differences of swimmers to plan individualised programs
- planning and periodisation methods to meet individual and group needs
- principles of growth and development and their relationship to coaching pedagogy
- drills, activities and games to improve specific swimming skills and performance.

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:

- assesses swimmer's needs and current training status and applies this information to develop individual profiles and identify program requirements and objectives
- develops programs for individuals and groups of competitive swimmers that incorporate drills, activities and games that are aimed to improve swimming performance
- evaluates and modifies the training program according to swimmer's performance and required improvement.

Context of and specific resources for assessment

Assessment must ensure development of training programs for multiple competitive swimmers to allow the demonstration of competency and consistency of performance.

Assessment must also ensure access to:

- a group of swimmers at the competitive level
- resources and support personnel
- swimming pool facilities and equipment
- documentation on individual swimmer's performance history.

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 developing swimmer profiles and planning a program for a competitive swimmer
- observation of communicating with swimmers, other coaches and support personnel to identify and meet program requirements
- oral or written questioning to assess knowledge of the

impact of anatomical, physiological and biomechanical differences of swimmers on the development of individualised programs

- portfolio of training program and analysis of data collected on swimmer's performance
- 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:

- SISSSWM301A Teach the competitive strokes of swimming.

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.

Requirements may include:

- objectives
- structure
- specific activities
- range of activities
- time
- equipment and safety.

Assessment methods may include:

- field assessments
- interviews with swimmers
- observation of performance
- performance history
- physical ability tests
- trials
- national testing protocol.

Profiles may include:

- physical
- psychological
- tactical
- technical
- leadership.

Objectives may include:

- swimmer enjoyment
- competition and performance.

Support personnel may include:

- administrators
- coaches
- sports scientists
- sports medicine providers
- other health professionals
- parents or guardians.

Best practice principles of swimming and aquatic activities may include:

- preventative practice to minimise hazards or risks
- Coaches or Instructors Code of Conduct policies
- national activity organisation regulations and guidelines
- relevant national, state or territory or local government regulations and guidelines

- the culture of swimming
 - current and past good practice.
- Fixed points*** may include:
- structure and subdivision of the competition
 - individual and team involvement
 - intended peaks
 - selection dates and criteria.
- Periodisation*** may include:
- macro-cycles
 - micro-cycles
 - meso-cycles
 - pre-season
 - in-season
 - post-season.
- Resource requirements*** may include:
- ratio of coaches to swimmers
 - ratio of equipment to swimmers
 - access to first aid facilities, equipment and facilities
 - objectives and structure of program
 - specific and range of activities
 - time and budget
 - specialist support.
- Relevant legislation*** may include:
- occupational health and safety
 - privacy
 - working with children
 - anti-doping policy
 - harassment-free sports policies.
- Organisational policies and procedures*** may include:
- occupational health and safety
 - conflict resolution
 - communication protocols
 - use, care and maintenance of equipment and facilities
 - training and scheduling commitments
 - code of ethics.
- Potential constraints*** may include:
- background noise
 - time availability
 - stress level of coach and swimmers
 - information overload
 - conflict.
- External influences*** may include:
- environmental conditions
 - other facility users
 - spectators
 - parents

- Evaluation methods* may include:
- officials and administrators
 - other coaches.
 - fitness and lab assessments
 - discussions with swimmers
 - training and competition performances
 - training diaries
 - input into the program.

Unit Sector(s)

Sport

Competency Field

Swimming