SRCAQU009B Instruct water familiarisation, buoyancy and mobility skills

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

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Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation Industry Training Package and covers the knowledge and skills required to use drills, activities and games to instruct water familiarisation, buoyancy and mobility skills.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element	Performance Criteria
1 **Identify preferred instructional methods and styles to develop water familiarisation, buoyancy and mobility skills**	1.1 Identify and explain **instructional methods** in the context of specific skills
	1.2 Explain types and uses of **feedback** during instruction

		1.3	Explain uses of demonstrations when instructing
		1.4	Explain types and uses of questions in the instruction process
		1.5	Explain types and uses of **instructional styles** in relation to a range of situations
2	**Assess client's readiness to acquire and perform water familiarisation, buoyancy and mobility skills**	2.1	Identify the **water familiarisation, buoyancy and mobility skills** to be developed
		2.2	Introduce new clients to the water in an appropriate manner
		2.3	Identify and describe **factors which affect skill acquisition** of the **water familiarisation, buoyancy and mobility skills** in relation to skill acquisition of clients
		2.4	Assess clients regarding their **readiness** to acquire the **water familiarisation, buoyancy and mobility skills** being taught or developed
3	**Conduct drills, activities and/or games to instruct water familiarisation, buoyancy and mobility skills**	3.1	Select **instructional methods** to match the client's **readiness**, the **work environment**, the activity and the equipment available
		3.2	Allocate sufficient space and **resources** for the activity and/or game
		3.3	Deliver concise and precise relevant information, explanations and demonstrations to ensure **activities and/or games** are in accord with accepted **best practice principles of aquatic activities**
		3.4	Place emphasis on practical involvement while adjusting or refining skills on an individualised basis
		3.5	Make modifications to the activity when necessary
		3.6	Teach the skill and monitor the instructional method during the instruction and assess following the instruction
		3.7	Maintain group control to ensure the safety and enjoyment of the individual and group and a satisfactory outcome to the experience

4	**Review and adapt the instruction of water familiarisation, buoyancy and mobility skills in response to feedback**	4.1	Make relevant points of emphasis before, during and/or after presentation/s and **communicate in a style appropriate to the clients**
		4.2	Implement modifications to the instructional method in response to results of monitoring
		4.3	Give clients the opportunity to comment and/or ask questions
		4.4	Identify aspects needing further emphasis and/or attention for intervention in future sessions

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to evaluate whether conditions are suitable to commence the session introduce the beginner to the water appropriately instruct water familiarisation, buoyancy and mobility skills observe clients and recognise when and how intervention should take place to improve individual skill performance conduct activities and games to develop water familiarisation, buoyancy and mobility skills in accordance with the accepted best practice principles of aquatic activities modify instructional methods and activities on an individualised and/or group basis to improve skill performanc
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) SRCAQU008B Apply the principles of movement in water to aquatic activities For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) Nil
Required knowledge and skills	Required knowledge Water familiarisation, buoyancy and mobility principles Activities and games to instruct water familiarisation, buoyancy and mobility skills Relevant equipment and safety requirements, including occupational health and safety and legislative requirements

First aid and water rescue techniques
Required skills
Application of principles of movement in water
Ability to provide explanations and demonstrations, ie, self, other clients as models, videos to assist in the instruction of water familiarisation, buoyancy and mobility skills
Monitoring/observation skills to analyse client's performance of water familiarisation, buoyancy and mobility skills
Feedback and questioning skills to assist clients to acquire/improve technique
Conducting activities and/or games in accordance with the accepted best practice principles of aquatic activities
Ability to perform basic water rescue techniques

Resource implications

Physical resources - assessment of this competency requires access to
a real or simulated work environment
appropriate documentation and resources normally used in the workplace
a swimming pool and other equipment
suitable clients
the rules, policies and regulations of relevant peak bodies and/or employer organizations
Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must
be competent in this unit but preferably be competent in the unit at the level above
be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area
have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	This unit of competency must be assessed in the context of community recreation in Australia. For valid and reliable assessment the community recreation activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace
	This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes
	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1

These levels do not relate to the Australian Qualifications Framework. They

relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: Use routine approaches Select from routine approaches Establish new approaches **Collecting, analysing and organising information** - **Communicating ideas and information** - **Planning and organising activities** - **Working with teams and others** - **Using mathemati**

cal ideas and techniques - Not applicable **Solving problems** - **Using technology** - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

Range Statement

Range Statements
The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Activities and/or games	that are designed to develop water familiarisation, buoyancy and mobility such as those described in accepted industry training manuals should include activities to develop water familiarisation, buoyancy and mobility skills relevant modified games
Best practice principles of aquatic activities	accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks Instructors **Code of Conduct** policies developed by the peak bodies responsible for the teaching of swimming and water safety such as AUSTSWIM Incorporated, Australian Swimming Incorporated, Australian Swimming Coaches and Teachers Association, The Royal Life Saving Society Australia and Surf Life Saving Australia national activity organisation regulations and guidelines relevant national, state/territory or local government regulations and guidelines employer organisation's policies and procedures the culture of swimming and water safety current and past good practice demonstrated by self or peers in the same or similar situation
Communicate in a style appropriate to the clients	age preferred language sensory or intellectual impairment, eg, sight loss or hearing loss the **Swimming Teachers Code of Conduct** policy

Factors which affect skill acquisition

individual considerations
stage of development
personality
physical, intellectual and emotional
characteristics
physical fitness
body type and composition
cultural factors
situational factors
indoor/outdoor venue
river
dam
sea
swimming pool
weather conditions
cold
rain
wind
heat
water temperature
background noise
distractions
class size
water depth
available water space

Feedback

can be
verbal
written
visual
tactile
should be an information exchange between
participant and instructor regarding progress
towards performance goals

Instructional methods

instructional approaches adopted by the
instructor to convey instructional content to
the participant
depending on the situation the instructor
should be able to incorporate a range of
combinations of the following approaches
and/or any associated variations
whole skill strategies
whole, progressive - part, whole strategies
progressive part strategies
demonstration strategies
command and response strategies
directive approaches through specific set

tasks
reciprocal or peer tutoring strategies
feedback and refinement strategies
guided discovery strategies, setting problems
and allowing clients to discover solutions
experiential or problem solving strategies
techniques to encourage the reluctant
participant

Instructional styles	refers to the presentation style/s adopted by the instructor to communicate with the participant
	depending on the situation the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations
	friendly and approachable while maintaining a 'professional distance'
	clear, precise and, if appropriate, directive regarding not-negotiable issues, eg, safety factors
	humorous when appropriate
	laissez faire, or casual, when appropriate
	organised and efficient
	motivational and encouraging
	disciplinarian, including modification of undesirable behaviours in clients
Readiness	cognitive development stage
	social and emotional development stage
	motor development stage
Resources	human resources - a ratio of instructors to clients that allows for maximum participation in a safe environment
	equipment - a ratio of equipment to clients that allows for maximum participation in a safe environment
	access to first aid facilities/equipment
	appropriate facilities to conduct instruction in a safe environmen
Water familiarisation, buoyancy and mobility skills	entering, leaving and moving through the water
	getting the face wet, submerging and opening eyes under water
	regaining a standing position
	breathing activities
	safety and rescue skills
	front, back and side floating
	gliding
	torpedo
	sculling
	treading water
	stroke exploration

Work environment	organisational health and safety requirements; safe and appropriate dress; and equipment
	appropriate swimwear and personal equipment
	personal hygiene requirements
	technical equipment, clipboards, etc
	lifesaving equipment
	ropes
	reaching poles
	flotation devices
	pool safety equipment as listed in state/territory Occupational Health and Safety requirements for pools
	other recommended safety guidelines are
	instructional aids should be inspected before use
	sun safety guidelines should be followed
	hydration guidelines should be followed
	designated pool area should be inspected before use
	access to first aid facilities/equipment
	conditions and external influences include environmental/weather conditions
	other facility users
	spectators
	parents
	other instructors

Unit Sector(s)

Not applicable.