



**Australian Government**

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

# **SRCAQU014B Assist participants with a disability during aquatic activities**

**Release: 1**

## **SRCAQU014B Assist participants with a disability during aquatic activities**

### **Modification History**

Not applicable.

### **Unit Descriptor**

**This unit had been developed for the Community Recreation Industry Training Package and covers the knowledge and skills required to assist participants to safely enter and exit the water and provide appropriate support during aquatic activities.**

### **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**

#### **Elements and Performance Criteria**

<b>Element</b>	<b>Performance Criteria</b>
<b>1 Analyse the effect of the aquatic environment in determining appropriate support</b>	<b>1.1 Identify different environmental features</b>
	<b>1.2 Identify and document the impact of the different aquatic environment and work environment on the degree and type of support required</b>

- |   |  |  |
|---|--|--|
| 2 | <b>Identify factors that determine appropriate entries, exits and supports</b> | 2.1 Identify the <b>factors affecting appropriate entries, exits and supports</b>  |
|   |  | 2.2 Identify and document the methods of responding to factors   |
| 3 | <b>Provide appropriate entries, exits and support to participants</b>          | 3.1 Deliver concise and precise relevant information, explanations and demonstrations to conduct efficient and safe <b>entries, exits and support</b>              |
|   |  | 3.2 Provide the appropriate type and level of support  |
|   |  | 3.3 Observe participant's response to the support provided and give <b>feedback</b> to improve execution on an individualised basis or modify the support provided |
|   |  | 3.4 Give participants the opportunity to comment and/or ask questions  |
|   |  | 3.5 Identify <b>resources</b> and 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 identify and explain the application of different types of support evaluate the appropriateness of the support provided and recognise when and how intervention should take place to improve execution of entry, exit and support

### Interdependent assessment of units

This unit must be assessed after attainment of or in conjunction with competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

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

Types of supports and their application

Effect of different environmental features on the degree of support to be provided

Intervention strategies to achieve more efficient execution of support

Relevant equipment and safety requirements, including occupational health and safety and legislative requirements

Required skills

Ability to provide explanations and demonstrations, ie, self, other participants as models

Monitoring/observation skills to determine if intervention should take place to improve execution of entry, exit and support

Ability to determine entry, exit and support appropriate to the person with a disability's

specific needs

Application of correct entries, exits and supports appropriate for people with a disability

## **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 participants rules, policies and regulations of relevant peak bodies and/or employer organisations 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 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	1	2	-

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  
informatio**

**n -**

**Communic  
ating ideas  
and**

**informatio**

**n -**

**Planning**

**and**

**organising  
activities -**

**Working  
with teams  
and others**

**-**

**Using  
mathemati  
cal ideas  
and  
techniques**

**-**

**Solving  
problems -**

**Using  
technology**

**- Not**

applicable

Please refer  
to the

Assessment

Guidelines

for advice

on how to

use the Key  
Competenci  
es.



## 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

##### Environmental features

may include  
indoor/outdoor venue  
river  
dam  
sea  
swimming pool  
wet decks  
ramps  
hoists  
steps  
scum gutters  
bulk heads  
surface of pool and concourse  
pool floor gradient  
railings  
depth  
available water space

##### Factors affecting appropriate entries, exits and supports

stage of development  
physical, intellectual and emotional characteristics  
mobility  
physical fitness  
body type and composition  
cultural factors

##### Feedback

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

##### Resources

human resources - a ratio of instructors to participants that allows for maximum

participation in a safe environment  
equipment - a ratio of equipment to  
participants that allows for maximum  
participation in a safe environment  
access to first aid facilities/equipment  
appropriate facilities to conduct instruction  
in a safe environment

**Type of support**

may include  
hands on torso  
hands to hands  
back hold in vertical or horizontal positions  
short arm hold  
cradling  
carry hold  
hip hold  
prone hold  
prone side hold  
assisted exit

**Work environment**

organisational health and safety  
requirements, safe and appropriate dress and  
equipment  
appropriate swimwear and personal  
equipment  
personal hygiene requirements  
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.