



Australian Government

Assessment Requirements for SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct water familiarisation, buoyancy and mobility skills according to legal, ethical and organisational requirements
- develop and implement at least three lesson plans that individually or cumulatively incorporate the following aspects of water familiarisation, buoyancy and mobility skills and documents the teaching points, class formations, safety and equipment:
 - water familiarisation:
 - entering, leaving and moving through water
 - getting face wet
 - submerging and opening eyes under water
 - regaining a standing position
 - breathing
 - buoyancy and mobility:
 - front, back and side floating
 - gliding
 - torpedo
 - sculling
 - treading water
 - stroke exploration
- use and modify the following instructional strategies for individuals and groups:
 - whole skill
 - whole, progressive part, whole
 - progressive part
 - demonstration
 - command and response
 - experiential or problem-solving
 - techniques to encourage the reluctant participant
- reflect on the following key aspects of instruction:
 - the lesson
 - teaching methods used

- risk management
- potential ways to enhance learning opportunities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal, ethical and organisational requirements and responsibilities for instruction:
 - work health and safety/occupational health and safety
 - working with children
 - duty of care/safe conduct of activities
 - best practice principles of aquatic activities
 - mandatory reporting
 - implications of negligence
 - waivers and exclusion clauses
 - insurance
 - anti-discrimination and equal opportunity
 - privacy and confidentiality
 - communication protocols
 - a recognised swimming teachers code of conduct
 - swimwear and personal protective equipment
- characteristics of participant groups and appropriate drills for the various characteristics:
 - age
 - stage of development
 - physical or intellectual characteristics
 - cultural and situational factors
- aspects of a body in water:
 - body position and density
 - vertical and lateral rotation
 - balance
- forces effecting movement through water and the factors that affect each force:
 - buoyancy:
 - density
 - shape
 - symmetry and asymmetry
 - breathing
 - centre of gravity
 - centre of buoyancy
 - propulsion:
 - lift force

- water friction
 - levers
- resistance:
 - skin
 - frontal
 - eddy
- principles of session planning to develop activity-specific plans:
 - expectations and aspirations of clients
 - numbers of clients
 - client background, experience and developmental stage
 - staff and financial resources
 - cultural and political influences
 - involvement and interest of parents
 - length and number of sessions
 - equipment, materials and provisions
 - precautions and other health and safety information
- learning styles to enable the use of a variety of activities to cater for different client learning preferences:
 - auditory
 - kinaesthetic
 - visual
 - sensory
- principles of growth and development to select and sequence appropriate tasks and activities
- instructional methods and strategies, how and when they are used:
 - whole skill
 - whole, progressive part, whole
 - demonstration
 - command and response
 - experiential or problem-solving
 - techniques for reluctant participants
- conditions, factors and external influences that effect participant uptake of skill:
 - physical, intellectual and emotional characteristics
 - environmental conditions
 - other facility users
 - spectators
 - parents
 - other instructors
 - background noise and distractions
 - class size

- water depth
- available water space
- potential areas of ongoing instructor improvement:
 - knowledge
 - instructional skills and techniques
- communication techniques that support and encourage participants
- group control techniques
- principles of movement in water and best practice principles of aquatic activities to enable safe, effective and consistent instruction in buoyancy and mobility skills
- water familiarisation, buoyancy and mobility skills to enable accurate and comprehensive instruction to participants
- use, care and maintenance of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies as per Australian Resuscitation Council (ARC) guidelines.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or confined natural shallow water environment.

Assessment must ensure use of:

- organisational policies and procedures appropriate to risk management
- swimming instructional equipment
- participants to whom instruction is provided, these can be:
 - participants in a workplace, or
 - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- develop and conduct lessons in industry required timeframes
- respond to problems that typically arise in water familiarisation, buoyancy and mobility skills instruction.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>