



Australian Government

SISCAQU009 Instruct water safety and survival skills

Release: 1

SISCAQU009 Instruct water safety and survival skills

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop lesson plans and instruct water safety and survival skills to both children and adults using drills, activities and games.

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, organisational policies and procedures and best practice principles of aquatic activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Develop lesson plans.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Consider participant group characteristics and identify water safety and survival skills to be developed.
- 1.2 Assess participant readiness to acquire the relevant skills.
- 1.3 Determine instructional methods appropriate to the participant group.
- 1.4 Determine appropriate drills, activities or games for the participant group.
- 1.5 Develop and document lesson plans that incorporate key

instructional information.

2. Conduct lessons.

- 2.1 Allocate sufficient space, assemble resources and check equipment for safety and maintenance requirements.
- 2.2 Provide clear and accurate instruction in drills, activities and/or games and confirm understanding.
- 2.3 Introduce participants to the water in an appropriate manner.
- 2.4 Demonstrate skills and techniques to participant group.
- 2.5 Observe and monitor participation and performance of each participant according to principles of movement in water and adjust as required.
- 2.6 Select and use communication techniques that encourage and support participants.
- 2.7 Modify lesson as required, according to participant needs and factors that affect skill development.
- 2.8 Respond to participants experiencing difficulties, and answer questions as required.
- 2.9 Use techniques to maintain group control.
- 2.10 Monitor time and complete drills, activities and games within allocated time.
- 2.11 Complete lesson documentation and progress notes.

3. Review and adapt instruction.

- 3.1 Request and respond to feedback from participants.
- 3.2 Identify aspects needing further emphasis or attention in future sessions.
- 3.3 Review own performance and identify areas needing improvement.
- 3.4 Implement modifications to future instruction in response to feedback and review of participant progress.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCAQU309A Instruct clients in water safety and survival skills

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for SISCAQU009 Instruct water safety and survival skills

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 to both children and adults according to legal, ethical and organisational requirements
- develop and implement at least three lesson plans that individually or cumulatively incorporate the following water safety and survival skills and documents the teaching points, class formations, safety and equipment considerations:
 - entering and exiting the water
 - floating, sculling and treading water
 - using personal flotation devices (PFD)
 - recognising casualties
 - applying self-preservation techniques
 - non-swimming and swimming rescues
 - applying survival strokes
- use the following drills during instruction:
 - survival strokes – sidestroke, survival backstroke, survival breaststroke
 - current accepted industry training
 - skill correction drills
 - modified games
- use and modify the following instructional strategies for individuals and groups:
 - whole skill strategies
 - whole, progressive part, whole strategies
 - progressive part strategies
 - demonstration strategies
 - experiential or problem-solving strategies
 - command and response strategies
 - 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
 - accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks
 - culture of swimming and water safety
- characteristics of the different participant groups:
 - age
 - stage of development
 - physical or intellectual characteristics
 - cultural and situational factors
- principles of movement in water:
 - buoyancy
 - flotation
 - hydrostatic pressure
 - propulsion
 - lift
 - drag
 - turbulence
 - acceleration
 - resistance
 - balance and stability
- factors which affect movement in water:
 - body alignment
 - balance

- core power
- 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
- instructional methods and principles:
 - whole skill strategies
 - progressive part strategies
 - demonstration strategies
 - command and response strategies
 - experiential or problem-solving strategies
 - techniques to encourage the reluctant participant
- principles of growth and development to select and sequence appropriate tasks and activities
- 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
- use, maintenance and care of equipment, including:
 - flotation devices
 - reaching poles

- ropes
- group management techniques
- communication techniques that support and encourage participants
- 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:
 - flotation devices
 - ropes
 - reaching poles
 - pool safety 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 safety and survival 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>