



Australian Government

Assessment Requirements for SISCAQU025 Teach water safety and survival 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:

- teach three predesigned group water safety and survival lessons:
 - each with a minimum duration of 30 minutes
 - each with at least four learners
- across the above three lessons collectively, teach aspects of:
 - entering and exiting the water
 - floating, sculling and treading water
 - using lifejackets
 - recognising a casualty
 - using self-preservation techniques
 - non-swimming and swimming rescues
 - survival strokes:
 - sidestroke
 - survival backstroke
 - survival breaststroke
- for each of the above three lessons:
 - brief learners and provide safety information tailored to the aquatic environment and types of activities
 - use teaching and communication techniques suited to learner needs
 - modify at least two aspects of the lesson plan and activities in response to learner needs
 - complete accurate lesson records which include learner progress notes, feedback from learners, parents or carers, and evaluation of the lesson.

Knowledge Evidence

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

- key content of established industry guidelines for safe pool operations relevant to swim teachers, and associated policies and procedures implemented by pool operators and swim schools:

- qualification requirements, including those for rescues and first aid
- working with children checks
- obtaining informed consent from parents or carers of children
- zoning for swimming and water safety programs
- responsibilities of swim teacher, supervisory and reporting lines
- teacher to learner ratios
- emergencies, including rescue equipment that must be on hand
- appropriate teacher swimwear and attire to be ready to perform a contact tow rescue
- maintaining records for learner progress, lesson delivery and evaluation
- environmental and other factors that may impact lesson delivery and how to respond:
 - water temperature, depth and gradient, and available water space
 - reflective glare
 - noise and distractions from multiple activities
 - class size
 - parent, carer and spectator interaction
- safety considerations for swimming lessons and importance of clear and accurate briefing information:
 - safety procedures and how learners can signal difficulties
 - appropriate spacing for group numbers and activity types
 - depth and gradient for different types of drills and activities
- safety and serviceability checks for learn to swim equipment
- demonstration and instruction techniques suitable for teaching water safety and survival skills
- types of drills, activities and equipment suitable for teaching water safety and survival skills, including those for:
 - entering and exiting the water
 - floating, sculling and treading water
 - using lifejackets
 - recognising a casualty
 - using self-preservation techniques
 - non-swimming and swimming rescues
 - survival strokes:
 - sidestroke
 - survival backstroke
 - survival breaststroke
- learner considerations for selecting teaching techniques, activities and equipment:
 - age and body composition
 - fitness level and physical capabilities
 - emotional, behavioural and intellectual ability or disability
 - swimming skill level

- skill development needs
- ways of varying teaching and modifying activities:
 - to meet the needs different learner characteristics
 - to cater for individual abilities within a group
 - to suit different learning styles:
 - verbal
 - visual
 - tactile
 - kinaesthetic
 - to encourage reluctant learners
- communication techniques used for the following, and how they may vary depending on learner profile:
 - establishing rapport with group
 - maintaining group cohesion and control
 - providing clear instruction in a group environment
 - motivating and encouraging learners of different abilities to keep them engaged and challenged
 - providing constructive feedback and positive reinforcement
- factors which affect movement in water:
 - body alignment
 - balance
 - core strength
 - vertical and lateral rotation
- forces acting on a human body moving through water, and factors that affect each force:
 - buoyancy:
 - hydrostatic pressure
 - water density
 - propulsion:
 - frictional drag from water
 - turbulence
 - acceleration
 - resistance:
 - frontal resistance
 - eddy resistance
- factors to consider in lesson evaluation:
 - suitability of aquatic environment and availability of suitable equipment
 - structure and timing
 - suitability of drills, activities and equipment for lesson objectives
 - learner progression and feedback
 - teacher communication and instruction.

Assessment Conditions

Skills can be demonstrated in:

- a built aquatic facility with an operating indoor or outdoor pool used by members of the public. Facilities can include those operated by commercial, not-for-profit, community and government organisations. The facility owner or operator must have guidelines or policies and procedures to regulate the safe operation of the facility and its use by facility users and swim teachers based on current industry guidelines for safe pool operations.

or

- a natural shallow calm-water venue with a confined swimming area.

The following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communications equipment for emergency response
- rescue equipment.

Assessment must ensure the use of:

- interaction with learners; these can be:
 - learners in an industry workplace, or
 - learners who participate in simulated activities used for the purpose of skills assessment
- learn to swim equipment for water safety and survival lessons
- Australian Standard, or equivalent, compliant lifejackets of a grade that meets location requirements
- predesigned lesson plans
- template documents for learner progress, lesson delivery and evaluation
- established industry guidelines for safe pool operations relevant to swim teachers, and associated policies and procedures implemented by pool operators and swim schools.

Assessors must:

- satisfy the Standards for Registered Training Organisations requirements for assessors, and
- have workplace experience where they have applied the skills and knowledge covered in this unit of competency over a period of two years working in industry.

Links

Companion Volume implementation guides are found in VETNet -

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