



Australian Government

SISFFIT422A Implement inclusive aquatic activities for specific population groups

Release: 3

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Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
3	Update to Guidance information for assessment.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge to plan and deliver safe and effective aquatic sessions for independent participants and those supported by a caregiver. This unit does not cover the provision of hydrotherapy.

Application of the Unit

This unit applies to those operating as a disability worker, aqua personal trainer or sports trainers, working in environments such as fitness venues, aquatic facilities or autonomously in the fitness, disability and health and wellbeing industry.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Plan the aquatic session.

- 1.1. Identify specific population (participant) groups common to using the aquatic environment requiring modification to aquatic activities.
- 1.2. Identify participant **goals** and **medical conditions** in consultation with participant, **caregivers** and **health professionals** as appropriate.
- 1.3. Identify **potential risk status** that may be experienced by participant and or group.
- 1.4. Apply a recognised risk stratification process to the clients' information and identify and assess suitability of **environmental features** according to the needs of the participant group.
- 1.5. Address any unsuitable environmental features according to **organisational policies and procedures** and **legislation and regulatory requirements**.
- 1.6. Determine appropriate **teaching strategies** according to the needs and characteristics of participants.

2. Design and prepare for an appropriate aquatic session.

- 2.1. Develop the **session plan** according to the needs and characteristics of participants, **principles of movement in water**, organisational policies and procedures and legislation and regulatory requirements.
- 2.2. Create a checklist for the aquatic session and identify any potential barriers to participation including basic water **basic water assistance**.
- 2.3. Consider the properties of water and the movement skill of participant.
- 2.4. Communicate potential risk status to participants, caregivers and provide advice on appropriate responses.
- 2.5. Advise participants and caregivers of the location and appropriate use of **resources** and amenities.

ELEMENT**PERFORMANCE CRITERIA**

3. Conduct activities.
 - 3.1. Greet participants in a positive manner and inform them of the purpose of the session. Provide guidance on potential movement response initiated from water principles.
 - 3.2. Display expertise in selecting and leading appropriate exercise for participant group.
 - 3.3. Demonstrate the safe and appropriate use of selected exercise equipment.
 - 3.4. Provide clear and accurate information and demonstrations to participants and caregivers during the aquatic session.
 - 3.5. Apply appropriate hydrodynamic principles to result in appropriately modified exercise technique.
 - 3.6. Provide the appropriate type and level of support according to the principles of movement in water to the specific population participating in the aquatic activity.
 - 3.7. Monitor participant's response and adjust or refine the activity or support provided as required.
 - 3.8. Assess aquatic session to determine implementation of basic non contact water assistance
4. Review the session.
 - 4.1. Respond to participant and caregiver concerns, feedback and questions as required according to ***best practice principles of aquatic activities***.
 - 4.2. Identify resources and aspects needing further emphasis, attention or intervention in future sessions and report according to organisational policies and procedures.
 - 4.3. Review own performance and identify areas needing improvement and ***appropriate strategies*** as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to establish participant goals and needs, provide clear instruction, confirm understanding and to request and respond to participant and caregiver questions and feedback
- problem-solving skills to identify and address participant needs, assess the appropriateness of environmental features for the participant group and recognise and respond to difficulties appropriately
- technical expertise in the aquatic exercise selection and prescription to ensure appropriate exercise selection, modification and progressions according to client needs
- team work skills to interact effectively with participants, caregivers, medical and allied health professionals to create a positive and supportive environment
- numeracy skills to plan components and rest breaks of sessions and to manage session times effectively
- literacy skills to record and update participant information and session plans.

Required knowledge

- principles of movement in water to enable safe, effective and consistent provision of activities to participants according to their specific condition
- address risk issues that may be experienced by participants and enable prompt and appropriate responses
- teaching techniques and strategies appropriate to risk status for participant group to enable effective and safe conduct of aquatic activities
- best practice principles of aquatic activities and implications for safe participation in aquatic activities to enable the provision of effective goal orientated activities
- organisational and legislative requirements to ensure the safety of participants, caregivers, other facility users and staff
- appropriate location, use and care of safety equipment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- assesses participants' goals to develop and deliver safe and effective aquatic activities according to the principles of movement in water
- uses, monitors and modifies effective teaching strategies appropriate to specific population group to deliver multiple sessions that are of sufficient duration to demonstrate competency and consistency of goal orientated performance
- perform basic non contact water rescue according to best practice principles of aquatic activities
- demonstrates appropriate manner, empathy and promotes inclusive participation when working with a group
- applies all organisational policies and procedures and legislation and regulatory requirements to ensure safety of participants, self and other facility users as appropriate.
- responds to participant feedback and reviews own performance, session outcome and addresses any areas requiring modification or improvement.

Context of and specific resources for assessment

Assessment must ensure access to:

- a swimming pool or confined natural shallow water venue
- safety equipment relevant to local regulatory and organisational requirements
- appropriate participant equipment
- clients from varying or specific population group and their caregivers.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of instructing, monitoring and modifying safe and effective aquatic activities for participants from specific population groups, including the use of appropriate communication with participants and care givers

- oral or written questioning to assess knowledge of the implications for aquatics activities for participants from a specific population group
- oral or written questioning to assess knowledge of the principles of movement in water and their relationship to safe and effective exercise for a range of specific population groups
- portfolio of participation, self and peer evaluations, session plans

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISCAQU202A Perform basic water rescues
- SISCAQU307A Perform advanced water rescues
- SISFFIT421A Plan and deliver personal training

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Goals may include:

- improved functional capacity
- social interaction
- improved fitness elements
- increased cardiovascular fitness
- improved self esteem.
- relaxation techniques
- endorphin release.

Participant characteristic may include:

- aged
 - frail
 - active
- autistic spectrum disorders
- cultural and linguistically diverse
- intellectual impairment
- physical disability
- neurological condition
- mobility limitations
- mental health issues
- medical conditions
- musculoskeletal condition
- pregnancy
- hearing or sight impairment
- sensory disability.

Caregivers may include:

- parents
- guardians
- integration aids
- therapists
- volunteers
- friends
- partners
- family member.

Health professionals may include:

- physiotherapist
- exercise physiologist
- general practitioner
- diversional therapist

Environmental features may include:

- rehabilitation therapist
- personal trainer
- occupational therapist.
- indoor and outdoor swimming pool
- swimming pool entry and exit points
- wet decks
- ramps
- steps
- scum gutters
- bulk heads
- surface of pool and concourse
- pool floor gradient
- water temperature
- railings
- depth
- available water space
- chemical additives
- ambient temperature.

Principles of movement in water may include:

- buoyancy
- flotation
- hydrostatic pressure
- propulsion
- lift
- drag
- turbulence
- acceleration
- resistance
- balance and stability metacentric.

Organisational policies and procedures may include:

- Occupational Health and Safety:
 - emergency responses
 - risk analysis of activities
 - inspection of designated pool area prior to use
 - safe and appropriate dress
 - personal hygiene requirements
 - sun safety guidelines
 - hydration guidelines
- reporting responsibilities
- managing hoist
- communication protocols
- Swimming Teachers Code of Conduct policy

Legislation and regulatory requirements may include:

- appropriate swimwear, pool-deck attire and personal protective equipment
- consideration of other facility users.
- Occupational Health and Safety
- duty of care
- privacy
- anti-discrimination
- copyright
- licensing
- child protection
- trade practices
- consumer protection
- environmental
- business registration and licences

Risk Status may include:

- shortness of breath
- impaired breathing or swallowing
- tightness in the chest
- dizziness
- tiredness or weakness
- seizures
- loss of symmetry resulting in rolling to one side in a horizontal position
- loss of symmetry resulting in leaning to one side in a vertical position
- limited head and breath control
- difficulty with vertical rotation
- poor concentration
- slowed responses
- poor memory
- limited communication verbal and aural
- low frustration tolerance
- sight and or hearing impaired
- inappropriate social behaviour.

Teaching strategies may include:

- visual and or verbal and or aural and or tactile communication
- multi-sensory
- guided discovery
- repeating instructions
- breaking tasks into smaller activities
- positive reinforcement
- directive.

Session plan may include:

- water familiarisation

- deep water activities
- one on one exercise session
- aqua exercises
- balance and stability techniques
- strength and resistance
- relaxation and wellness session
- emergency plan
- non-contact rescue techniques
- duration
- rest components
- required warm up and cool down
- non-swimming assistance techniques

Basic water assistance may include:

- reach
- throw
- wade
- call for assistance from lifeguard or industry recognised employer.

Resources may include:

- flotation devices
- access to first aid facilities and equipment
- resistance devices
- accessible change room
- change table
- hoists, slings and wet chairs
- pool safety equipment as listed in state or territory Occupational Health and Safety requirements for pools
- ratio of participant to trainer

Safe support techniques in water may include:

- independent
- 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.

Feedback may include:

- verbal
- written
- visual
- tactile.

- Best practice principles of aquatic activities*** may include:
- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards, risks or environmental impacts
 - Swimming Teachers Code of Conduct policy
 - national activity organisation regulations and guidelines
 - relevant national, state or 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.
- Appropriate strategies*** may include:
- formal training
 - mentoring
 - peer support.

Unit Sector(s)

Fitness

Competency Field

Fitness