

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: SWIMMING AND WATER SAFETY EDUCATION

Unit ID: EDHPE1001

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070301

Description of the Unit:

This unit introduces students to swimming and water safety in an educational context. Students will develop an understanding of swimming and survival techniques, teaching strategies, teaching sequences and development strategies. Students will develop the ability to observe and assess causes of faulty technique and apply effective teaching practices and strategies to correct identified faults. In addition, students will be exposed to a range of teaching and learning activities and strategies that can be implemented to address the learning needs and specific abilities of a range of individuals and groups within different aquatic contexts and environments.

Content: water discovery, safety and awareness; entries and exists; survival strategies and techniques; rescue; stroke exploration and stroke development; environmental assessment; aquatic recreation and challenge; and preparation and planning of aquatic sessions.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Appraise and critique swimming and survival techniques for the purposes of recreation, safety and sport.
- K2.** Identify and apply water safety, swim teaching sequences and correction strategies appropriate to a range of swimming abilities.
- K3.** Discuss effective teaching approaches, strategies and resources that can be adopted within aquatic environments to meet the needs of specific abilities and learning requirements for a range of individuals and groups.
- K4.** Identify the safety guidelines and legislative requirements associated with taking students into aquatic environments.

Skills:

- S1.** Analyse aquatic techniques through observation to determine fault (if any) and apply appropriate teaching and correctional strategies
- S2.** Develop and participate in teaching and learning activities in aquatic environments
- S3.** Analyse and evaluate the suitability of aquatic environment venues for educational purposes
- S4.** Participate in and perform recreational and challenge activities in aquatic environments.

Application of knowledge and skills:

- A1.** Critically analyse and evaluate the swimming techniques of swimmers of ranging ability, and clearly provide feedback to help the swimmer improve their level of skill and performance
- A2.** Proficiently perform aquatic survival skills in a range of environments
- A3.** Adopt the role of a teacher, assess a range of environmental conditions and consider a range of potential safety measures to put in place while conducting aquatic activities
- A4.** Plan and justify a swimming or water safety class for a specific educational context

Unit Content:

Topics may include:

- Water discovery, safety and awareness
- Entries and exits
- Survival strategies and techniques
- Rescue
- Stroke exploration and stroke development
- Preparation and planning of aquatic sessions that address the following:
 - Demonstrate a range of teaching strategies that effectively deliver relevant content and that differentiate for the learning needs of a full range of students
 - Use a variety of communication (verbal and non-verbal) strategies to support student engagement
 - Incorporate timely and appropriate feedback to students about their learning.
- Aquatic recreation and challenge.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1; K3; S1; S3; A1; A4	AT1; AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3; S2; A3; A4	AT1; AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2; K3; K4; S2; A1; A3	AT1; AT2; AT3; AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1; K3; S2; A1	AT1
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3; S3; A3; A4	AT1; AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S2, A4; APST: 1.5, 2.1 3.3	Development of swimming and/or water safety resources for teaching.	Teaching Resource	30-50%
K1, K2, K3, S1, A1; APST: 1.5, 3.5, 5.2	Analyse aquatic technique through observation to identify positive and/or fault causing attributes. Indicate appropriate progressions and/or drills for development and improvement.	Aquatic Analysis	30-50%
K1, K2, K3, K4; APST: 4.4	Review and apply aquatic concepts, theories, and safety guidelines/legislation presented in the entire unit to a variety of aquatic settings and contexts.	Class Test	20-40%
S3, S4, A2, A3	Active Participation in key sessions visiting outdoor aquatic environments and sessions linked to assessment tasks.	Hurdle task	S/U

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)