

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Swimming and Water Safety Education
<b>Unit ID:</b>	EDHPE1001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	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.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1; K3; S2; A1	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K3; S3; A3; A4	AT1; AT4
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1; K3; S1; S2, S3; A1; A3; A4	AT1; AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life</li> </ul>	K2; K3; K4; S2; A1; A3	AT1; AT2; AT3; 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](#)