



National Aquatic Workforce Framework

> KEY TERMS

A workforce framework will invariably use a range of interrelated terms that can be defined and used in differing ways depending on the scope, function and context of the framework and each of the key terms within. The below definitions are provided to enable a common and integrated understanding of these terms in the context of their use in this particular framework.

Accreditation

Official recognition or certification by an authoritative body or organisation as meeting certain standards or requirements. Accreditation is a process by which an institution, program, or individual is evaluated against established criteria to ensure quality, competency, and adherence to specific guidelines or standards.

Attributes

The inherent qualities or characteristics that individuals possess that are typically stable and consistent over time and in a range of situations. Attributes are similar to, and sometimes manifested in, behaviours but also encompass elements such as personality traits and physical characteristics. They are observable and help to define what an individual is like or what they can do.

Behaviours

The observable actions or conduct exhibited by individuals in various and specific situations. Behaviours are the outward expressions of one's values, knowledge, attributes, and intentions. They are the outward expression of how individuals respond to different circumstances, interact with others, and carry out tasks or fulfill responsibilities. At a group level, behaviours should demonstrate how shared values are put into practice.

Business Performance

The dynamic integration and application of a combination of knowledge, skills, resources and additional capabilities in professional settings which contribute directly to individual and organisational success.

Capabilities

Is an aggregate term that refers to a broad range and combination of knowledge, skills, resources, values and behaviours that can be developed or enhanced through learning, experience and practice. Capabilities are broad in that they can be applied towards various objectives and enable an individual to successfully perform in various roles or situations. Capabilities are more enduring and less specific to particular tasks or contexts as compared to skills and can include things such as physical and cognitive abilities, aptitude, mindset, creativity, strategic thinking, self-awareness, teamwork and many others.

Career Stage

Indicates a period of progression through a career in the aquatic industry. An aquatic industry career begins at pre-employment as an entry level worker gains their required certifications to work in their chosen role. Career stages progress with the level of leadership responsibilities and / or specialisation.

Pre-employment: In a phase of seeking employment or preparing to enter the workforce.

Entry: Is learning the basic functions of the role and understanding the industry.

Frontline leader: Is responsible for directly overseeing teams of employees, providing day-to-day guidance, support, and direction to frontline staff in entry roles (e.g. duty manager).

Early leader: Has gained some technical experience and has demonstrated potential for leadership. Takes on more responsibilities, such as project management, mentoring newer employees, and assisting in decision-making processes.

Established leader: Has proven successful at achieving key outcomes and has likely gained significant experience. Is trusted to lead larger teams, handle complex projects, and contribute to strategic planning and decision-making.

Senior leader: Holds positions of considerable authority and responsibility. Responsible for overseeing multiple teams or departments, providing leadership of leaders, setting and delivering strategic goals, and ensuring the organisation's objectives are met.

Executive leader: Is responsible for making high-level decisions that impact the entire organisation, setting its overall vision, influencing coaching and mentoring practices, and representing it externally to stakeholders.

Competency / Competencies

The consistent application of knowledge and skill to the standard of performance required in the workplace or in a vocational training and assessment context. Competency embodies the ability to transfer and apply skills and knowledge over time and to new situations and environments and consistently perform to a required minimum standard.

Credentials

The proof or evidence of qualifications, competence, or authority that entitles someone to undertake certain roles / positions, responsibilities or actions. They are a form of documentation, digital or paper-based, that validate an individual's skills, knowledge, or experience in a particular field or area of expertise.

Guidelines of Safe Pool Operations (GSPO)

The GSPO is a set of detailed specifications and recommendations establishing best practice design and operations of aquatic locations nationwide.

In-Service Training

Training organised and / or run by the employer in a face-to-face setting focusing on maintaining or developing technical or practical skills and techniques, in the context of a workplace setting and specific job role, e.g. a pool lifeguard at an aquatic facility.

Knowledge

The information - concepts, facts, procedures, relationships - that an individual possesses about the world, typically acquired through learning, experience, observation, or study about a particular subject. Knowledge provides the underpinning information, context and understanding upon which capabilities, i.e. skills, values and behaviours, are applied.

Leader

Any role that involves responsibility over, direction and supervision of other staff, e.g. team leader, supervisor, coordinator or manager.

Nationally Recognised Training (Accredited)

Training that leads to vocational qualifications and credentials that are recognised across Australia. Only registered training organisations (RTOs) that meet government quality standards can provide nationally recognised training. Nationally recognised training is listed on the National Training Register (training.gov.au) and includes accredited courses, endorsed training package qualifications, training package skill sets and associated subjects.

Professional Development

Activities undertaken by an employee for the purpose of improving and advancing skills, knowledge, abilities, competencies and overall capability related to their profession or occupation. Professional development activities typically include technical and / or on-the-job training (e.g. in-service-training), short courses / modules in a face-to-face, blended or online format, participation in mentoring either as a mentor or mentee, attendance at webinars, conferences, seminars or similar industry events, participating in industry forums and networks, subscribing to or being published in industry journals and similar publications.

Professional Registration

A governing framework established by a governing body or authority to ensure that individuals working in a particular industry or profession possess the necessary qualifications, capabilities, and competencies to perform their role safely and effectively. These frameworks can be regulatory or voluntary. Under such schemes, individuals are required to meet certain requirements around ongoing training and professional development to obtain and / or maintain registration status, confirming their eligibility to commence or continue working in the role / industry.

Qualifications

Formal certification that is awarded by an accredited authority in recognition of the successful completion of an educational program. Similar to credentials, qualifications are used to determine an individual's eligibility to undertake certain roles / positions, responsibilities or actions.

Skills

A range of specific abilities acquired through learning, practice, and experience. They are often developed to perform specific tasks or functions or encompass the execution of techniques. Unlike capabilities, skills are typically task-oriented and context-dependent. Skills can be technical, e.g. performing CPR, or soft, e.g. communication or leadership, and they vary in complexity and specificity.

Values

The fundamental beliefs or principles that guide an individual's attitudes and behaviours or actions. They represent what is important and meaningful to a person or a group of people and in a group context can be mutually shared and agreed on.

Example capturing key terms

Chrissy works as both an aqua exercise instructor and swim school coordinator.

Her **values** align with what is required to succeed in these roles, e.g. teamwork, community engagement, flexibility and safety.

Her **behaviours** reflect these values, e.g. she responds immediately and appropriately to potential safety concerns each and every time.

She has the **capabilities** required to perform both roles. These capabilities include:

- **Attributes** - empathetic, extroverted, resilient, stamina, self-awareness
- **Knowledge** - concepts, facts, procedures
- **Skills** - technical: can demonstrate and execute exercise routines and techniques
- **Skills** - soft: communication, organisational, process thinking, problem solving.

She has the necessary **qualifications (credentials)** and has maintained the necessary **accreditation** required to undertake both roles.

She has completed the required **professional development** to maintain her **accreditation** and demonstrate **competency**.

