

SRO03 OUTDOOR RECREATION TRAINING PACKAGE

Volume 4

The contents of this volume refer only to the endorsed components of SRO03 Outdoor Recreation Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole. Please refer to the following page for details of other volumes in this Training Package.

To be reviewed by 30 January 2007.

This volume contains
Outdoor Recreation Specific Units of Competency

Associated Outdoor Recreation Training Package volumes contain:
**Qualifications Framework, Assessment Guidelines, Competency Standards and Mapping
Tables**

Volume 1: Generic Units of Competency
Volume 2: Generic Units of Competency
Volume 3: Generic Units of Competency
Volume 5: Outdoor Recreation Specific Units of Competency
Volume 6: Outdoor Recreation Specific Units of Competency

SRO03 Outdoor Recreation Training Package

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IMPORTANT

Training Packages are not static documents. Changes are made periodically to reflect the latest industry practices.

Before commencing any form of training or assessment, you must ensure delivery is from the *current version* of the Training Package.

To ensure you are complying with this requirement :

- Check the Print Version Number just below the copyright statement on the imprint pages of your current Training Package.
- Access the ATP website (www.atpl.net.au) and check the latest Print Number.
- In cases where the Print Version Number is later than yours, the Print Version Modification History in the Training Package sample on the ATP website will indicate the changes that have been made.

The Modification History is also available on the website of the developer of the Training Package: Sport & Recreation Training Australia Ltd (www.srt.org.au).

The National Training Information Service (www.ntis.gov.au) also displays any changes in Units of Competency and the packaging of qualifications.

MODIFICATION HISTORY – ENDORSED MATERIALS			
Please refer to the National Training Information Service for the latest version of Units of Competency and Qualification information (http://www.ntis.gov.au).			
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Version	Date of Release	Authorisation:	Comments
2	13 September 2006	NQC	- Repackaging of ALL SRO qualifications. Core BSB and ICAITU units moved to the elective stream, where appropriate - Inclusion of the Units of Competency from TAA04 to replace the BSZ98 Training and Assessment units - Correction of typographical errors in the codes imported from the TDT Training Package
1	21/10/2005	DEST	Insertion of SRO50404 Diploma of Facility Management. Insertion of THT50203 Diploma of Event Management.
1.00	22/05/03	ANTA	Removal of "nominal hours"
1.00	13/3/03	NTQC	Primary Release of fully revised version which supersedes the previous version coded SRO99

Forms control: All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

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ABSEILING – ARTIFICIAL SURFACE

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SROABA001A	DEMONSTRATE SIMPLE ABSEILING SKILLS ON ARTIFICIAL SURFACES
ABA	Abseiling (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to participate in simple abseiling activities on artificial surfaces (indoor or outdoor, walls or towers). The learner will be under supervision, using resources provided by a leader/supervisor. The level of responsibility will be restricted to selection of personal equipment, from that provided, to suit personal needs and situations.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use abseiling equipment	1.1 Identify and fit appropriate personal equipment correctly 1.2 Select and attach descending device (appropriate to the situation) to the rope 1.3 Tie knots suitable to the belay system being used 1.4 Demonstrate use of equipment in a manner that minimises damage to equipment 1.5 Perform personal equipment safety checks competently (correct fit, buckles locked, screw gates done up, no signs of damage)
2 Demonstrate correct abseiling technique	2.1 Demonstrate use of appropriate abseiling calls 2.2 Demonstrate correct posture and technique whilst abseiling (using single and double rope) taking into account pitch variations 2.3 Negotiate simple obstacles to the descent safely 2.4 Descend in a controlled and safe manner
3 Avoid hazards when abseiling	3.1 Identify the types of hazards encountered whilst abseiling 3.2 Avoid or remove hazards where they exist and where appropriate
4 Apply safety procedures	4.1 Identify and apply strategies to reduce risk whilst abseiling 4.2 Implement safety procedures at top and bottom of descent 4.3 Use effective communication to implement safety systems

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay system	[all categories] • top belay • bottom brake
Descending device	[one category] • auto locking devices, eg, gri gri, stop descender • circular devices, eg, figure 8 type descenders • plate devices, eg, stitch plate • tubular devices, eg, pyramid, air traffic controller (ATC)
Hazards	[all categories] • abrasion points • sharp edges • tangled rope • loose clothing and hair • jewellery • phobias • high winds (if applicable)
Knots	[all categories] • rethreaded figure 8 • figure 8 on bight
Personal equipment	[all categories] • helmets • protective clothing • karabiners • harnesses • gloves • footwear
Simple obstacles	[one category] • ledges • overhangs • squeezes

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of simple abseiling techniques and the operation of the equipment provided in the workplace • Assessment of performance should be over a minimum of two (2) descents, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ abseil efficiently and in a controlled manner within a simple artificial environment ○ negotiate simple obstacles ○ take appropriate precautions to avoid hazards where possible ○ select equipment to suit personal needs (from the range provided) and use equipment in accordance with directions ○ correctly and efficiently communicate with supervisors and/or belayers
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS001B Implement minimal environmental impact practices ○ SROODR001A Apply basic outdoor recreation logistics • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN002A Safeguard an abseiler using a single rope belay system
Required knowledge and skills	• Required knowledge ○ Abseiling equipment commonly used, and its application ○ Hazards that may be experienced in an artificial abseiling environment ○ Safety procedures including communication and belay systems ○ Strategies to reduce risk during an abseiling activity on an artificial surface • Required skills ○ Simple abseiling skills to abseil on an artificial surface ○ Communication skills to inform belayer of progress ○ Problem solving to negotiate obstacles when abseiling
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ abseiling equipment ▪ harnesses ▪ helmets ▪ descending devices ▪ karabiners ▪ ropes ▪ rope protectors ▪ gloves ○ safety equipment, eg, first aid kit, spare abseiling equipment ○ a simple artificial abseiling site with simple obstacles

	○ appropriate documentation and resources normally used in the workplace • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABA002A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of abseiling techniques and resources, this unit of competency must be assessed over a minimum of two (2) descents in order to ensure consistency of performance over the Range Statements and contexts applicable to abseiling on an artificial surface
Context for assessment	• This unit of competency must be assessed in the context of an abseiling activity. For valid and reliable assessment, the abseiling activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Selecting appropriate abseiling equipment from the range provided • Communicating ideas and information - Informing the belayer on progress of descent • Planning and organising activities - Planning strategies to reduce risk • Working with teams and others - Working with belayer to ensure a safe abseil • Using mathematical ideas and techniques - Not applicable • Solving problems - Negotiating obstacles • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABA002A	APPLY SINGLE PITCH ABSEILING SKILLS ON ARTIFICIAL SURFACES
ABA	Abseiling (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to independently abseil in single pitch situations on artificial surfaces (indoor or outdoor, walls or towers). It includes belaying skills for the protection of self and others, it does not cover setting up/rigging an abseil.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use abseiling equipment	1.1 Select and fit personal equipment correctly 1.2 Select and attach descending device (appropriate to the situation) to the rope 1.3 Tie knots suitable to the belay system that is being used 1.4 Use equipment in a manner that minimises equipment damage 1.5 Perform safety checks competently on personal equipment (check correct fit, buckles locked, screw gates done up, no signs of damage)
2 Demonstrate correct abseiling technique	2.1 Demonstrate use of appropriate abseiling calls 2.2 Demonstrate correct posture and technique whilst abseiling (using single and double rope) taking into account pitch variations 2.3 Negotiate simple obstacles to the descent safely 2.4 Descend in a controlled and safe manner
3 Avoid hazards when abseiling	3.1 Identify the types of hazards encountered whilst abseiling 3.2 Avoid or remove hazards where they exist
4 Apply safety procedures	4.1 Identify and apply strategies to reduce risk whilst abseiling 4.2 Implement safety procedures at top and bottom of descent site 4.3 Use effective communication to implement safety systems
5 Establish belaying position	5.1 Follow procedures to ensure belayer safety in the event of an abseiler fall or gear fall 5.2 Position body in relation to belay device to allow most effective use of belay system 5.3 Select a body position and stance that minimises movement during a fall 5.4 Demonstrate attachment of belayer to anchor to minimise movement during a fall 5.5 Demonstrate a safe and efficient escape from a belay system in a rescue situation whilst ensuring the safety of all involved
6 Demonstrate suitable belaying technique	6.1 Determine the most appropriate belay device and technique for the situation 6.2 Establish a suitable communication system with abseiler , when belaying others 6.3 Perform all safety checks in accordance with standard policies and procedures 6.4 Arrange rope to ensure free flow 6.5 Maintain rope tension to ensure fall distance is minimised whilst not restricting abseiler movement 6.6 Monitor abseiler or self progress constantly 6.7 Demonstrate correct use of belay device 6.8 Respond to abseiler calls 6.9 Arrest falls promptly using technique according to the belaying device and

	situation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[self and one other category] - self, i.e., self belay - colleagues - clients
Belay system	[all categories] - top belay - bottom brake - self belay
Communication system	[one category] - calls - hand signals - other suitable negotiated system
Devices	[two categories] - auto locking devices, eg, gri gri, stop descender - circular devices, eg, figure 8 type descenders - plate devices, eg, stitch plate - tubular devices, eg, pyramid, Air Traffic Controller (ATC) - improvised devices, eg, crossed karabiners - in line devices, eg, rapelling rack, whale-tail, gold-tail
Hazards	[all categories] - abrasion points - sharp edges - tangled rope - loose clothing and hair - jewellery - phobias - high winds (if applicable)
Knots	[all categories] - rethreaded figure 8 - figure 8 on bight

	• friction hitches, eg, Prusik, kleimheist
Personal equipment	[all categories] • helmets • protective clothing • karabiners • harnesses • gloves • footwear
Procedures	[all categories] • wearing of helmets • attaching to safety ropes
Simple obstacles	[three categories] • ledges • overhangs • squeezes • traverses

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of different types of abseiling techniques, equipment used in abseiling and belaying, and factors affecting technique and equipment selection in the workplace • Assessment of performance should be over a minimum of three (3) descents, and the belaying of three (3) abseilers, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ independently select the abseiling/belaying equipment ○ negotiate simple obstacle while abseiling ○ abseil efficiently in single pitch situations in a controlled manner on artificial surfaces ○ self belay and belay an abseiler ○ arrest a fall ○ communicate with belayer/abseiler
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROABA001A Demonstrate simple abseiling skills on artificial surfaces ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABA003A Establish ropes for abseiling on artificial surfaces ○ SROVTR001A Perform vertical rescues
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant international, Australian and industry standards pertaining to equipment use and performance ○ Manufacturer's design specifications and recommendations for equipment use ○ Safety procedures including communication, belay systems, risk management strategies ○ Belay devices and techniques, for abseiling ○ Technical abseiling knowledge • Required skills ○ Simple abseiling techniques ○ Communication with belayer/abseiler ○ Problem solving to avoid/negotiate obstacles while abseiling
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ abseiling equipment ▪ harnesses ▪ helmets ▪ descending devices ▪ karabiners

	▪ ropes ▪ rope protectors ▪ gloves ○ belay equipment/devices ○ safety equipment, eg, first aid kit, spare abseiling/belaying equipment ○ a simple artificial abseiling site with simple obstacles ○ people to abseil • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABA005A) but preferably be competent in the unit at the level above ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of abseiling and belaying techniques and resources, this unit of competency must be assessed over a minimum of three (3) descents and three (3) belays, in order to ensure consistency of performance over the Range Statements and contexts applicable to abseiling and belaying skills
Context for assessment	• This unit of competency must be assessed in the context of an abseiling activity with real abseilers. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non - routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	1	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Selecting appropriate abseiling equipment • Communicating ideas and information - Informing the belayer on progress of descent • Planning and organising activities - Planning strategies to reduce risks • Working with teams and others - Working with belayer to ensure a safe abseil • Using mathematical ideas and techniques - Estimating length of rope that has passed through belay device to determine if abseiler is at, or near, bottom of abseil • Solving problems - Negotiating obstacles • Using technology - Using high strength, light weight equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABA003A	ESTABLISH ROPES FOR ABSEILING ON ARTIFICIAL SURFACES
ABA	Abseiling (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select fixed anchors for the attachment of ropes and equipment for belays, eg, tapes, karabiners. These anchors are to be used in establishing belay systems and rigging rope pitches for abseiling on artificial surfaces (indoor or outdoor, walls or towers). These systems must be able to accommodate different belayer and abseiler abilities in a single pitch context. Anchors must be selected from a variety of types, eg, beams, chains, bollards.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure anchors	1.1 Assess the condition of anchors (including performance under likely load) 1.2 Identify and select anchor(s) to minimise failure 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the abseil, and the abilities of the persons participating 1.4 Select anchor(s) demonstrating consideration of belay systems, back-up systems, type of anchors and operating procedures (where applicable)
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and abseiler 2.2 Identify how the forces generated during a fall affect the selection of the system 2.3 Establish a belay system after consideration of other contextual issues which may affect the system 2.4 Demonstrate the rigging of multiple anchors , ensuring equalisation and minimal shock loading (where applicable) 2.5 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall 2.6 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.7 Select a belay device that is suitable for the situation and the belayer's ability, and demonstrate use in accordance with manufacturer's specifications 2.8 Select and tie knots suitable for the type of system established 2.9 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.10 Check all equipment (for signs of corrosion, abrasion, impact, aging) to ensure that it is in working order 2.11 Identify and avoid, or remove hazards where they exist and where appropriate
3 Rig rope pitches for safety and ease of use	3.1 Identify safe access to and egress from the site, and 'safe areas' 3.2 Identify ascent/descent route according to the contextual issues 3.3 Select and tie knots that are suitable for the type of system established and for potential retrieval or rescue situations 3.4 Set up anchors and ropes to facilitate rescue

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[self and one other category] • self • client • colleague
Anchors	[four categories] • bolts • chains • bollards • eyelets • U bolts • beams • poles • wire cables
Belay device	[two categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC)
Belay system	[all categories] • top belay • bottom brake • attached to abseiler (self belay)
Condition of anchors	[all categories] • age • location • wear • decay • corrosion • weathering • environmental stress • insect damage
Conditions	[all categories] • weather conditions

	• pitch height • soundness of structure • other users • wall design • access and egress • weight ratio of participant to belayer • group size • belayer abilities • abseiler abilities
Contextual issues	[all categories] • weather conditions • pitch height • other users • wall design • access and egress • weight ratio of participant to belayer • group size • belayers abilities • participant abilities
Equipment	[all categories] • ropes • tape slings • rope protectors • karabiners
Hazards	[all categories] • loose gear • sharp edges • moving ropes running over stationary ropes, tape or webbing • tripping on loose or complex rigging
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots ○ rethreaded figure of 8 ○ figure of 8 ○ round turn and two half hitches ○ stopper knots • mid-rope knots, eg, alpine butterfly, in line figure of 8 • rope joining knots, eg, double fisherman's • tape knot
Likely loading	[all categories] • group size • set up

	• type of abseil conducted • participant ability • technique
Person's participating	[all categories] • experienced/inexperienced • adults/children • tourists, club members, clients, school or youth groups
Safety of belayer	[all categories] • attachment to anchor or alternate safety system • positioning out of direct line of equipment fall
Standards	[all categories] • Australian • International, eg, European Committee for Standardisation (CEN) • accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the factors affecting the stability and selection of anchors, the different types of belay systems and knots and their suitability in different rigging situations in the workplace • Assessment of performance should be over a minimum of three (3) set ups over a variety of locations, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ select and establish anchors, considering the factors that affect their suitability ○ select and establish a belay system according to the situation ○ establish belay systems for single pitch abseiling at the top of a pitch ○ establish belay systems for single pitch abseiling at the bottom of a pitch ○ use suitable belay devices and knots ○ determine the need for, and establish, back up belay systems ○ establish a self belay system
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABA002A Apply single pitch abseiling skills on artificial surfaces
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards, eg, European Committee for Standardisation (CEN) on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system, eg, top and bottom belays, self and instructor/other participant belays ○ Technical abseiling and equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Technical abseiling ability • Required skills ○ Decision making to select anchors and belay systems

	○ Problem solving to eliminate/minimise hazards ○ Observation to assess anchors
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ belaying equipment ▪ ropes ▪ rope protectors ▪ tape/sewn slings ▪ karabiners ▪ belay devices ○ safety equipment, eg, first aid, spare belaying equipment, harnesses, helmets ○ minimum of two abseiling locations (must be artificial) with varying qualities and fixed anchors • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABA004A) but preferably be competent in the unit at the level above ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of techniques and procedures, this unit of competency must be assessed over a minimum of three (3) set ups over a variety of locations, in order to ensure consistency of performance over the Range Statements and contexts applicable to setting up anchors and belays for single pitch abseiling
Context for assessment	• This unit of competency must be assessed in the context of establishing a belay for an abseiling activity on an artificial surface. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	-	2	-	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Determining the most appropriate belay set-up • Communicating ideas and information - Not applicable • Planning and organising activities - Planning the method of belay • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating rope lengths required for abseil and belay • Solving problems - Avoiding or removing hazards • Using technology - Using high strength, light weight equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABA004A	ESTABLISH ROPES FOR MULTI PITCH ABSEILING ON ARTIFICIAL SURFACES
ABA	Abseiling (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select anchors and rig ropes for multi pitch abseiling on artificial surfaces, eg, indoor or outdoor, walls or towers. These systems must be able to accommodate different belayer and abseiler abilities in a multi pitch context. Anchors must be selected from a variety of types, eg, bollards, beams, chains.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure anchors	1.1 Assess the condition of anchors (including performance under likely load) 1.2 Identify and select anchor(s), according to the contextual issues , to minimise failure 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the activity, and the abilities of the person's participating 1.4 Select anchor(s) demonstrating consideration of belay systems, back-up systems, type of anchors and operating procedures
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and abseiler 2.2 Identify the forces generated during a fall and their affect on the system 2.3 Establish a belay system after consideration of other contextual issues which may affect the system 2.4 Demonstrate the rigging of multiple anchors , ensuring equalisation and minimal shock loading 2.5 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall 2.6 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.7 Select a belay device that is suitable for the situation and the belayer's ability, and demonstrate use in accordance with manufacturer's specifications 2.8 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.9 Check all equipment (for signs of corrosion, abrasion, impact, wearing) to ensure that it is in working order 2.10 Identify and avoid or remove hazards
3 Rig rope pitches for safety and ease of use	3.1 Identify safe access to and egress from the site, and 'safe areas' 3.2 Identify descent route after consideration of the contextual issues 3.3 Select and tie knots that are suitable for the type of system established and for potential retrieval or rescue situations 3.4 Set up anchors and ropes to facilitate rescue

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[all categories] • self • client • colleague
Anchors	[three categories] • bolts • chains • bollards • pitons • eyelets • U bolts • beams • poles • wire cables
Belay device	[all categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC) • Prusik cord and suitable friction hitch
Belay system	[all categories] • top belay • bottom brake • attached to abseiler (self belay)
Condition of anchors	[all categories] • age • location • wear • decay • corrosion • weathering • environmental stress • insect damage
Contextual issues	[all categories]

	• weather conditions (at top and bottom) • pitch height • other users • wall design • access and egress • weight ratio of participant to belayer • group size • belayers abilities • participant abilities
Equipment	[all categories] • ropes • tape slings • rope protectors • karabiners • harness • belay devices
Hazards	[all categories] • loose gear • sharp edges • moving ropes running over stationary ropes, tape or webbing • tripping on complex or loose rigging
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots ○ rethreaded figure of 8 ○ figure of 8 ○ round turn and two half hitches ○ stopper knots • mid-rope knots, eg, alpine butterfly, in line figure of 8 • rope joining knots, eg, double fisherman's • tape knot
Likely loading	[all categories] • group size • set up • participant ability • technique
Person's participating	[all categories] • experienced/inexperienced • adults/children • tourists, club members, clients, school or youth groups

Safety of belayer	[all categories] • attachment to anchor or alternate safety system • positioning out of direct line of equipment fall
Standards	[all categories] • Australian • International, eg, European Committee for Standardisation (CEN) • accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm in depth knowledge of rigging techniques applicable to ○ different types of anchor ○ different equipment ○ different pitch requirements ○ different abilities of group member • Assessment of performance should be over a minimum of three (3) separate set ups at a variety of locations (must have potential for multi pitch abseiling), covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of the factors affecting the stability and selection of anchors to establish ropes for multi pitch abseiling on artificial surfaces ○ establish a broad range of belay systems to accommodate different belayer and abseiler abilities, types of anchor and location requirements ○ use a variety of different belay systems and knots in routine and non - routine situations ○ apply considerable discretion and judgement as to the type of belay system required ○ rig pitches for abseiling using a variety of anchors ○ rig pitches for abseils in routine and non-routine multi pitch contexts ○ establish suitable safety systems in multi pitch situations
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROABA003A Establish ropes for abseiling on artificial surfaces • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards, eg, European Committee for Standardisation (CEN), on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system ▪ top belays

	▪ bottom brakes ▪ self belays ○ Technical abseiling/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations • Required skills ○ Decision making to select anchors and belay systems ○ Problem solving to eliminate/minimise hazards ○ Observation to assess anchors
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ belaying equipment to rig multi pitch belays ▪ sewn slings ▪ tapes ▪ karabiners ○ safety equipment ▪ first aid ▪ spare belaying equipment ▪ harnesses ▪ helmets ○ minimum of two abseiling locations (must be artificial with multi pitch opportunities) with varying qualities, fixed anchors • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABA004A) but preferably be competent in the unit at the level above ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of techniques and procedures, this unit of competency must be assessed over a minimum of three (3) separate set ups at a variety of locations (must have potential for multi pitch abseiling), in order to ensure consistency of performance over the Range Statements and contexts applicable to setting up anchors and belays for multi pitch abseiling on an artificial surface
Context for assessment	• This unit of competency must be assessed in the context of establishing a belay for a multi pitch abseiling activity on an artificial surface. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment may include complicated or non-routine hazards but must be safe. • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	-	3	-	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Determining the most appropriate belay set up • Communicating ideas and information - Not applicable • Planning and organising activities - Planning the sequence of change over between pitches • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating lengths of rope required for abseil and belay • Solving problems - Avoiding or removing hazards • Using technology - Using high strength, light weight equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABA005A	GUIDE ABSEILING ON ARTIFICIAL SURFACES (SINGLE PITCH)
ABA	Abseiling (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients in a single pitch abseiling activity on an artificial surface (indoor or outdoor, wall or tower).

ELEMENT	PERFORMANCE CRITERIA
1 Plan an abseiling activity for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select suitable site and abseil(s) to suit abilities and objectives of the group 1.4 Determine most appropriate belay system , demonstrating consideration of clients abilities and conditions at the site 1.5 Obtain and interpret local weather information in relation to the activity (where applicable) 1.6 Obtain permits or permission for access where necessary 1.7 Ensure correct guide/client ratios are met 1.8 Prepare a personal equipment checklist for clients 1.9 Determine food and drink requirements for group taking into account contextual issues 1.10 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is suitable for the participant and the abseil 2.3 Check safety and rescue equipment to ensure suitability to the group and the abseil
3 Establish the abseil	3.1 Establish safe areas/boundaries (if applicable) 3.2 Establish anchors and abseil rope(s) (and belay rope(s), if applicable), ensuring ropes are in the correct position for the abseil(s) selected
4 Brief clients	4.1 Communicate clearly the aim of the guided activity to the clients 4.2 Communicate logistical details to clients 4.3 Brief group of standard safety procedures 4.4 Demonstrate correct abseiling, belaying and back-up belaying techniques (where appropriate) 4.5 Outline procedures for inversion and entrapment (where appropriate) 4.6 Establish a communication system for use during abseil and ensure that all clients understand the system 4.7 Devolve decision making (where appropriate)
5 Maintain welfare of group	5.1 Assess capabilities of group members on the day 5.2 Ensure all clients are properly equipped for the abseil and all equipment is properly fitted, adjusted and attached (where applicable) 5.3 Monitor individual client's performance and needs 5.4 Evaluate abseiling conditions 5.5 Monitor weather conditions (where applicable) 5.6 Evaluate implications of weather signs on abseiling plans (where applicable) 5.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored

	5.8 Control the group to maintain a safe enjoyable atmosphere 5.9 Apply risk management plan 5.10 Recognise and resolve conflict situations (where practical)
6 Supervise an abseiling activity	6.1 Provide clear and concise direction and advice to group during the activity 6.2 Monitor abseiling, belaying and back-up belaying techniques (where applicable) to ensure a safe environment 6.3 Identify a variety of potential hazards 6.4 Decide how each hazard can be overcome/avoided 6.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 6.6 Provide positive encouragement and empathy 6.7 Manage the actions of the group to maintain the safest situation 6.8 Respond accordingly to any emergency or non-routine situation
7 Conduct activity in a professional manner	7.1 Encourage feedback and questioning from group members 7.2 Avoid contentious issues in general conversation 7.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 7.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
8 Complete post-trip responsibilities	8.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 8.2 Evaluate all aspects of activity organisation and conduct, including client feedback 8.3 Suggest modifications (if required)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay system	[one category] • top belay • bottom brake
Communication system	[two categories] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of abseil • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height of abseil • personal requirements • safety requirements
Equipment	[all categories] • ropes • rope protectors • tape slings • karabiners • belay devices • descending devices • footwear • helmet • appropriate clothing • rescue equipment
Hazards	[all categories relevant to location] • environmental hazards ◦ sharp/abrasive edges

	○ high winds ○ obstructions or distractions to the belayer • set-up hazards ○ loose gear ○ moving ropes running over stationary ropes ○ tape or webbing ○ tripping on complex or loose rigging ○ tangled rope • group management hazards ○ abseiler getting too close to edge without a safety line ○ abseiler abseiling too fast ○ belayer(s) not paying attention ○ client being careless with equipment • abseiler hazards ○ loose clothing and hair ○ jewellery ○ phobias • dangerous fauna ○ snakes ○ spiders ○ wasps • dangerous flora ○ cactus ○ stinging trees
Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding an abseiling activity with clients, on artificial surfaces in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with a variety of groups covering all prescribed categories from the Range Statements applicable to guiding an abseiling activity on an artificial surface • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct abseiling activities at a number of different locations to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROABA002A Apply single pitch abseiling skills on artificial surfaces ○ SROABA003A Establish ropes for abseiling on artificial surfaces ○ SROABN002A Safeguard an abseiler using a single rope belay system ○ SROVTR001A Perform vertical rescues ○ SRXRIK001A Undertake risk analysis of activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCLA008A Guide climbing on artificial surfaces
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems ▪ equally shared load ▪ single component failure and effect ▪ redundancy ▪ angle of separation ○ Principles of belay systems and devices ○ Different types of belay system, eg, top and bottom belays, self and instructor/other participant belays ○ Technical abseiling/equipment knowledge

	○ Advantages and disadvantages of various knots in a variety of situations ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for abseil ○ Location knowledge • Required skills ○ Personal abseiling skills to a high level of technical correctness ○ Decision making to tailor activity to meet groups needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ an artificial abseiling site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ abseiling equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABA005A) but preferably be competent in the unit at the level above ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding an abseiling activity on an artificial surface with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity with a range of real clients. For valid and reliable assessment the outdoor recreation activity must be demonstrated whilst guiding an abseiling activity on an artificial surface • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be

	demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning sequencing for the activity • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABA006A	INSTRUCT ABSEILING ON ARTIFICIAL SURFACES (SINGLE PITCH)
ABA	Abseiling (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a single pitch abseiling activity on artificial surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching abseiling skills on artificial surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach abseiling skills on artificial surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional abseiling session on artificial surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional abseiling session on artificial surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required 4.6 Assess risks associated with the conduct of instructional activities constantly

	and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for an abseiling session on artificial surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to an abseiling activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to abseiling and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in abseiling on artificial surfaces 6.3 Identify minimal impact practices appropriate to abseiling on artificial surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in abseiling on artificial surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to an abseiling activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to abseiling on artificial surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to abseiling on artificial surfaces 7.4 Demonstrate rescue techniques specific to abseiling on artificial surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach abseiling skills (for artificial surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communication further abseiling knowledge (for artificial surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in abseiling on artificial surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the abseiling instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • abseiling equipment, eg, ropes, harnesses, descending device • safety equipment, eg, helmet, belay devices, first aid kit • rescue equipment, eg, knife, rescue pulley, spare Prusik loops
Hazards	[all categories] • may include ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ high winds (if applicable) ○ loose gear ○ moving ropes running over stationary ropes, tape or webbing ○ tripping on complex or loose rigging
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids ○ suitable artificial structure for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ 'part' to 'whole' ○ chronological

	○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an abseiling instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing abseiling skills on artificial surfaces • Assessment must confirm the ability to apply this knowledge and appropriate technique to ○ apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements ○ demonstrate abseiling techniques or skills accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs ○ provide constructive feedback which enhances the client's learning ○ provide instruction in required knowledge and skills for abseiling on artificial surfaces ○ apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSZ404A Train small groups ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is ▪ SROABA002A Apply single pitch abseiling skills on artificial surfaces ▪ SROABA003A Establish ropes for abseiling on artificial surfaces ▪ SROABN002A Safeguard an abseiler using a single rope belay system ▪ SROVTR001A Perform vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Of activity location and its suitability for the conduct of the instructional session ○ Industry guidelines, codes of practice, recommended staff/client ratios ○ Relevant legislation impacting upon the instruction or conduct of abseiling ▪ Occupational Health and Safety ▪ land and water management authorities

	▪ local government ○ Theories of instruction applicable to a range of ages and learning abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of abseiling skills on artificial surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing abseiling on artificial surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Abseiling skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations (indoor and/or outdoor) for the conduct of abseiling instructional sessions ○ abseiling equipment, eg, ropes, harnesses, descending device ○ safety equipment ▪ helmet ▪ belay devices ▪ first aid kit ○ rescue equipment ▪ knife ▪ rescue pulley ▪ spare Prusik loops ○ suitable personal clothing ○ first aid kit ○ instructional tools may include ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABA007A) but preferably be competent in the unit at the level above ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to

	ensure consistency of performance over the Range Statements and contexts applicable to instructing abseiling skills on artificial surfaces
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an abseiling activity with a range of clients (not peers), on artificial surfaces • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABA007A	INSTRUCT ABSEILING ON ARTIFICIAL SURFACES (MULTI PITCH)
ABA	Abseiling (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a multi pitch abseiling activity on artificial surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching abseiling skills on artificial surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach abseiling skills on artificial surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional abseiling session on artificial surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional abseiling session on artificial surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required 4.6 Assess risks associated with the conduct of instructional activities constantly

	and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for an abseiling session on artificial surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to an abseiling activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to abseiling and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in abseiling on artificial surfaces 6.3 Identify minimal impact practices appropriate to abseiling on artificial surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in abseiling on artificial surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to an abseiling activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to abseiling on artificial surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to abseiling on artificial surfaces 7.4 Demonstrate rescue techniques specific to abseiling on artificial surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach abseiling skills (for artificial surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further abseiling knowledge (for artificial surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in abseiling on artificial surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the abseiling instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • abseiling equipment ○ ropes ○ harnesses ○ descending device • safety equipment ○ helmet ○ belay devices ○ first aid kit • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops
Hazards	[all categories] • may include ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ high winds (if applicable) ○ loose gear ○ moving ropes running over stationary ropes, tape or webbing ○ tripping on complex or loose rigging
Other related factors evaluated	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids

	○ suitable artificial structure for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ 'part' to 'whole' ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an abseiling instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace - Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing abseiling skills on artificial surfaces - Assessment must confirm the ability to apply this knowledge and appropriate technique to - apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements - demonstrate abseiling techniques or skills accurately - establish a positive learning environment - recognise different client abilities and teach to suit individual needs - provide constructive feedback which enhances the client's learning - provide instruction in required knowledge and skills for abseiling on artificial surfaces - apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSZ404A Train small groups - SROABA006A Instruct abseiling on artificial surfaces (single pitch) - The units of competency that are being taught, that is - SROABA004A Establish ropes for multi pitch abseiling on artificial surfaces - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Of activity location and its suitability for the conduct of the instructional session - Industry guidelines, codes of practice, recommended staff/client ratios - Relevant legislation impacting upon the instruction or conduct of abseiling - Occupational Health and Safety - land and water management authorities - local government - Theories of instruction applicable to a range of ages and learning abilities - Client abilities and needs, in order to adapt the instructional session

	○ Safety procedures during the conduct or instruction of abseiling skills on artificial surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing abseiling on artificial surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Abseiling skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations (indoor and/or outdoor) for the conduct of abseiling instructional sessions ○ abseiling equipment ▪ ropes ▪ harnesses ▪ descending device ○ safety equipment ▪ helmet ▪ belay devices ▪ first aid kit ○ rescue equipment ▪ knife ▪ rescue pulley ▪ spare Prusik loops ○ suitable personal clothing ○ first aid kit ○ instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABA007A) but preferably be competent in the unit at the level above ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and

	contexts applicable to instructing abseiling skills on artificial surfaces
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an abseiling activity with a range of clients (not peers), on artificial surfaces • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

ADVENTURE-BASED LEARNING

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SROABL001B	TAKE AN ASSISTANT LEADERSHIP ROLE IN THE FACILITATION OF ADVENTURE-BASED LEARNING ACTIVITIES
ABL	Adventure-based learning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and facilitation skills to assist with adventure-based learning activities, in situations where the responsibility for the overall activity or program rests with a more experienced facilitator. This unit deals specifically with the skills, knowledge and attitudes required to facilitate learning through adventure activities.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the role of adventure and challenge in learning	1.1 Outline the principles of <i>adventure-based learning</i> 1.2 Differentiate between leading an activity and <i>facilitating</i> an activity 1.3 Discuss the relationship of challenge, risk and safety in learning as part of implementing an activity 1.4 Describe the difference between real and <i>perceived risk</i>
2 Establish an effective learning environment for a specified adventure activity	2.1 Establish a clear definition of roles, individual tasks and determine responsibilities with the activity leader 2.2 Discuss activity learning outcomes with the activity leader 2.3 Identify <i>essential phases of an adventure-based learning cycle</i> within the activity 2.4 Sequence components within the overall adventure activity to enhance learning outcomes 2.5 Encourage and support clients to set realistic individual and group goals that are consistent with agreed learning outcomes for the activity 2.6 Negotiate individual and group guidelines that will inform action and behaviour by all participants 2.7 Demonstrate techniques that create a <i>safe, supportive learning environment</i> 2.8 Identify safety issues for the adventure activity and the participants 2.9 Brief the group on <i>safety</i> issues and activity-specific participation requirements and techniques
3 Apply activity-specific and interpersonal skills to meet learning outcomes	3.1 Implement risk management strategies in accordance with organisational guidelines and activity-specific requirements 3.2 Demonstrate an awareness of issues affecting the <i>safety</i> of self and others at all times and take action when required 3.3 Demonstrate personal knowledge and confidence of activity skills in order to engender trust and confidence within the client group 3.4 Communicate ideas and information clearly and constructively 3.5 Encourage co-operation between individual group members 3.6 Develop and implement strategies which develop trust between individuals within the group and with the leader and assistant leader 3.7 Apply a range of leadership styles, including relevant devolution of responsibility to the group where it is appropriate to the activity and level of risk 3.8 Monitor and maintain compliance with agreed guidelines to achieve a supportive and constructive environment, responding to emergent issues that may require intervention 3.9 Assist group members to achieve their goals through encouragement, trust and co-operation

4 Apply debriefing techniques to meet learning outcomes	4.1 Identify phases within a simple debriefing process 4.2 Select strategies and tasks appropriate to each phase and demonstrate their use in the debrief of an activity 4.3 Observe and monitor individual actions and group interactions during activities, providing feedback to clients during and after the activity 4.4 Demonstrate a range of debriefing strategies which facilitate a learning outcome for individuals and/or the group 4.5 Apply a range of facilitation skills and qualities to effectively conduct the debriefing process 4.6 Identify issues associated with debriefing and implications for the outdoor leader
5 Evaluate adventure-based learning activity	5.1 Evaluate personal role as a facilitator within the activity, based on feedback from clients and activity leader as well as personal reflection 5.2 Review the conduct of the activity with respect to the program, individual and group outcomes

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Adventure-based learning activities	[all categories] • programs or activities, either indoor or outdoor, which have an element of challenge, risk or adventure • an experiential focus as a means of achieving learning outcomes • the role of challenge, risk and safety
Debriefing	[all categories] • strategies, for example ○ discussion ○ creative tasks ▪ journal writing ▪ art ▪ craft ▪ drama ○ solos • phases within a basic debrief ○ review (what happened ?) ○ reflection (so what does that mean ?) ○ transfer (now what ?) • issues, for example ○ timing ○ readiness of clients
Essential phases of an adventure-based learning cycle	[all categories] • ice breaking and briefing • goal setting • development of trust • adventure activity participation • processing/debriefing • transfer of learning
Facilitation skills and qualities	[all categories] • listening • questioning • summarising • rephrasing • conflict resolution • impartiality
Feedback	[all categories]

	• oral/written • direct/indirect
Perceived risk	[all categories] • relationship between risk and competence (adventure paradigm) • interaction of risk and competence to achieve one of the following conditions ○ exploration ○ adventure ○ peak adventure ○ misadventure ○ disaster • formulation of a judgement based on above
Safe, supportive learning environment	[all categories] • conditions and guidelines, for example ○ participation ○ respect ○ safety • implementation techniques, for example ○ contracts ○ client centred ○ 'challenge by choice'
Safety	[all categories] • physical • mental • emotional • individual or group

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge, using at least one type of adventure activity, to assist in the leadership and facilitation of a safe, enjoyable and educative activity • Assessment of performance should be over a minimum of three (3) different sessions with clients covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ assist in the planning, leadership and facilitation of adventure-based learning activities to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ○ to conduct a debriefing process to enhance learning through an adventure activity should be demonstrated
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Units of competency that pertain to the conduct of an adventure activity
Required knowledge and skills	• Required knowledge ○ Definitions of adventure-based learning and associated disciplines ○ Terminology used in the area of adventure-based learning (ABL) ○ Basic philosophical and psychological foundations for adventure-based learning (ABL) ○ The experiential learning process ○ The basic adventure-based learning (ABL) cycle/model ○ Features of successful adventure-based learning (ABL) programs and frameworks ○ Processes for client needs analysis ○ Sequencing activities ○ Sequencing debriefing ○ Debriefing techniques ○ Different models and stages of group formation ○ Factors impacting upon group dynamics • Required skills ○ Communication skills with different client groups in a variety of different situations and circumstances ○ Observation skills to identify sources of conflict and client's body language ○ Questioning and active listening skills ○ Interpersonal skills ○ Technical activity skills ○ Debriefing skills

	○ Ability to demonstrate empathy
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ an environment suitable for the conduct of adventure-based activities, this may include outdoor or indoor activities ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABL002B) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as different client groups and individual needs, this unit of competency must be assessed over a minimum of three (3) sessions with clients in order to ensure consistency of performance over the Range Statements and contexts applicable to factors, eg, client needs, sequence of activities, types of activity; influencing the planning and conduct of adventure activities to facilitate learning for clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when co-facilitating adventure activities with clients in a real workplace environment • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	-	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on client's goals and desired outcomes • Communicating ideas and information - Facilitating learning following an adventure activity • Planning and organising activities - Planning activities that will promote learning • Working with teams and others - Working with groups of clients during adventure-based activities • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with undesirable behaviour in group activities • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABL002B	FACILITATE ADVENTURE-BASED LEARNING ACTIVITIES
ABL	Adventure-based learning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to independently facilitate learning through adventure activities. The learner is required to plan and conduct activities demonstrating a range of basic facilitation techniques. This unit deals specifically with the skills, knowledge and attitudes required to facilitate learning through adventure activities. Competencies required to plan and conduct adventure activities are detailed in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Plan and prepare an effective learning environment	1.1 Identify individual and/or group learning outcomes to inform the planning and design of activities 1.2 Demonstrate two techniques to assess individual and group learning needs 1.3 Refer client learning needs beyond the capabilities of the enterprise and staff to alternate enterprises or contract specialist staff 1.4 Apply knowledge of client learning needs to establish a programme and sequence of activities that addresses these needs and meets the overall learning outcomes 1.5 Determine and select an adventure environment that will meet the learning outcomes of the group, the learning needs of individuals and satisfy local environmental requirements 1.6 Determine factors affecting a client's perception of risk and plan an appropriate balance between real and perceived risk, matched to the readiness of the client, in order to achieve the activity outcomes and meet the client's learning needs 1.7 Ensure technical equipment used in the activities complies with minimum safety standards 1.8 Ensure staff conducting the adventure activities are suitably qualified 1.9 Establish a working agreement through contractual leadership
2 Plan for progression and transfer of learning	2.1 Select and apply a model of adventure/experiential learning in program design in order to meet learning outcomes 2.2 Structure and sequence learning experiences in accordance with the model and with activity-specific requirements that takes into account the learning needs of the client 2.3 Determine the focus of an adventure activity and use a facilitation technique to articulate it to the client in terms of the potential transfer of learning to different environments and contexts 2.4 Incorporate measures for monitoring individual and group progression or change in planned adventure activities 2.5 Establish contingency plans for adventure activities based on individual and/or group reflection and/or emergent issues such as conflict, misadventure
3 Manage learning activities in an outdoor environment	3.1 Implement minimum impact practices and display a respect and understanding of the outdoor environment by personal example 3.2 Recognise and monitor the physical and emotional safety of individuals and the group 3.3 Implement facilitation approaches that establish group norms thereby allowing individuals to share in the responsibility for their learning and safety 3.4 Foresee situations of potential physical and emotional danger and take action to manage these dangers 3.5 Address the learning needs of individuals and the group through a variety of

	activities 3.6 Re-evaluate client needs throughout activities using appropriate models and techniques such as debriefing and "checking in"
4 Establish and maintain positive group dynamics	4.1 Examine various leadership styles and approaches 4.2 Determine positive and negative influences of the group leader on group dynamics 4.3 Use communication techniques with individuals and groups that are sensitive to their perceptions, beliefs and values 4.4 Encourage and support clients to ask questions, give feedback and express feelings 4.5 Treat individuals and groups in a manner that is seen to be fair, just and consistent 4.6 Model own behaviour that avoids reinforcing negative stereotypes and is responsive to the feelings demonstrated by clients 4.7 Recognise and reinforce the value of individual differences in terms of their contribution within the group to stimulate collaborative work between clients
5 Facilitate the transfer of learning relevant to program outcomes	5.1 Use knowledge, understanding and implementation of a suitable facilitation model to incorporate the transfer of learning 5.2 Select a type of facilitation activity that is relevant to the client and to program outcomes and conduct it in a manner which results in group and individual recognition of opportunities for learning transfer 5.3 Respond to situational demands and make changes to planned facilitated activities 5.4 Identify the behaviour of individuals and groups during adventure activity(s) to be used as part of a reflection phase 5.5 Identify and apply the roles and responsibilities of the facilitator and comply with facilitation guidelines in the conduct of reflective opportunities 5.6 Facilitate individuals and group to identify their future learning needs 5.7 Use a suitable facilitation activity to achieve the development of personal and group action plans
6 Evaluate adventure-based learning activities	6.1 Monitor client participation in adventure activities to identify if and/or where changes are needed 6.2 Obtain feedback from a range of sources on program/activity delivery 6.3 Apply feedback to review all aspects of the adventure-based learning activity 6.4 Evaluate and review outcomes for all clients 6.5 Review outcomes against individual client goals for the program/activity 6.6 Use feedback from others, in consultation with professional supervision, to identify areas where own professional practice can be improved and ways of improving

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Action plans	[all categories] • short term • long term
Adventure-based learning activities	[all categories] • programs or activities, either indoor or outdoor, which have an element of challenge, risk or adventure • an experiential focus as a means of achieving learning • programs or activities that seek to achieve values clarification, behaviour recognition and changes to achieve personal growth
Behaviour	[all categories] • positive • negative • conscious • unconscious
Facilitation activity	[all categories] • includes but is not limited to ○ learning by doing ○ learning by telling (speaking for the experience) ○ learning through reflection (debriefing) ○ direction with reflection (direct frontloading) ○ metaphoric framing
Facilitation approaches	[all categories] • funnelling ○ review ○ recall ○ affect and effect ○ summation ○ application • cognitive hierarchy ○ sequenced questioning ○ knowledge ○ comprehension ○ application ○ analysis ○ synthesis

	○ evaluation • challenge by choice • working agreements
Facilitation guidelines	[all categories] • group position • role clarity • confidentiality • commitment • responsibility • time • single speaking • non-violence • participation • other ethical issues
Individual differences	[all categories] • gender • language • mental ability • physical ability • culture and values
Learning needs	[all categories] • attributes, for example ○ knowledge and relevant skills in adventure activity ○ development ○ physical ○ emotional ○ articulated ○ unarticulated • preferred learning styles • techniques to assess
Learning outcome	[one category] • recreational • educational • therapeutic • vocational
Learning transfer	[all categories] • technical, intellectual and/or emotional • specific, indirect, metaphoric
Models of adventure/experiential learning	[all categories] • types, for example

	○ linear ○ cyclical ○ spiral ○ nested loop • structure • sequence
Phases within each model of the facilitation process	[all categories] • diagnosis • design • delivery • debriefing • detachment
Progression	[all categories] • in terms of attributes such as ○ physical ○ emotional ○ social ○ intellectual • techniques to monitor progress, for example ○ observation ○ planned reflection ○ feedback
Roles and responsibilities of facilitator	[all categories] • assessing individual and group needs • maintaining neutrality • providing mechanisms for change • dealing with resistance • producing solutions • providing appropriate feedback • listening • establishing group guidelines • fostering safe, honest group atmosphere

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of adventure activities to facilitate learning for clients in the workplace - Assessment of performance should be over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups covering the prescribed number of categories from the Range Statements. - Assessment must confirm the ability to plan and lead adventure activities to suit - different client learning needs - different activity aims - different types of client groups
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROABL001B Take an assistant leadership role in the facilitation of adventure - based learning activities - SRXGRO003A Provide leadership to groups - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Units of competency that pertain to the conduct of an adventure activity
Required knowledge and skills	- Required knowledge - Identification of client needs, eg, CHANGES and GRABBS models - How to address learning needs through varied activities - Methods for stimulating and assessing individual and group progression - Theories on the transfer of learning and ways of transferring learning in different contexts - Physical and psychological needs of clients - Balance between real and perceived risk - Motivation techniques and strategies - Forms of reflective learning - Programming and sequencing of activities within programmes - Stages of group formation - Required skills - Skills in outdoor adventure activity - Leadership skills to motivate and work with diverse groups - Communication skills to enable effective facilitation - Identifying group dynamics and interaction between group members - Negotiation skills to resolve potential conflict situations - Reflective learning techniques
Resource implications	- Physical resources - assessment of this unit of competency requires access to - client groups - environment suitable for the conduct of adventure-based activities.

	This may include outdoor or indoor activities - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABL003B) - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as behaviour, facilitation approaches and different learning needs, this unit of competency must be assessed over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups in order to ensure consistency of performance over the Range Statements and contexts applicable to conducting adventure based activities to facilitate learning for clients
Context for assessment	- This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when facilitating adventure activities with clients in a real workplace environment - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	-	3	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on client's goals and desired outcomes • Communicating ideas and information - Facilitating client learning during adventure activity • Planning and organising activities - Planning activities that will promote learning • Working with teams and others - Working with other staff and groups of clients during adventure based activities • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with inappropriate behaviour in group activities • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABL003B	DESIGN AND FACILITATE ADVENTURE-BASED PROGRAMS REQUIRING ADVANCED FACILITATION TECHNIQUES
ABL	Adventure-based learning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to design and conduct adventure-based learning programs to meet outcomes for clients and enhance their learning opportunities. Using advanced facilitation techniques, the learner will be able to implement diversity in design and facilitation and be well equipped to meet the needs of a range of clients in a range of contexts.

ELEMENT	PERFORMANCE CRITERIA
1 Design adventure based learning programs for clients with complex learning needs and/or situations	1.1 Determine program outcomes after consultation with the client 1.2 Ascertain participant learning needs using a range of consultative techniques 1.3 Access professional medical staff or professional counsellors where appropriate to assist when client needs warrant therapeutic and/or specialist skills 1.4 Determine and design activities within the program to meet individual client and group needs, safety requirements and predicted contingencies 1.5 Define activities within the proposed program and outline proposed facilitation techniques to reflect critical analysis of the relationship between them and the stages of group development 1.6 Establish clear objectives for individuals and for the group
2 Conduct adventure based learning programs using isomorphic framing	2.1 Identify the essential features of isomorphic framing as a facilitation technique and its application to adventure-based programming 2.2 Identify the benefits and drawbacks of using isomorphic framing and evaluate prior to use in a program or activity 2.3 Apply the steps in creating and implementing an isomorphic framework that will meet program outcomes in the design phase 2.4 Apply Isomorphic framing as a facilitation tool in an adventure activity to achieve learning outcomes
3 Conduct adventure based learning programs using indirect frontloading	3.1 Identify the essential features of indirect frontloading as a facilitation technique and its application to adventure-based programming 3.2 Identify situations suitable for the use of indirect frontloading techniques where learning outcomes can be enhanced 3.3 Identify ethical issues related to the use of indirect frontloading and implications for adventure-based programming and leadership 3.4 Apply indirect frontloading techniques in a context where the desired learning outcome(s) can be enhanced
4 Evaluate adventure based learning programs for clients with complex needs	4.1 Research and/or develop tools to evaluate different aspects of the general context of adventure-based learning programs 4.2 Identify factors affecting program outcomes 4.3 Critically select one or more evaluation tools to evaluate factors affecting program outcomes 4.4 Use evaluation tools to determine the effectiveness of programs incorporating advanced facilitation techniques 4.5 Develop strategies for improvement in personal skills and programming based on client feedback, peer review and evaluation reports 4.6 Conduct evaluation with the assistance of peer and, where relevant, external professional supervision

5 Identify and implement strategies for collaborative and shared leadership	5.1 Identify the benefits of collaborative and shared leadership roles in adventure-based programs 5.2 Identify implications of operating beyond personal skill levels whilst facilitating adventure experiences 5.3 Recognise situations requiring the use of other professional practitioners 5.4 Identify and source external professional resources and referrals when required 5.5 Develop coping mechanisms and strategies for resolving personal and/or inter-personal issues

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Advanced facilitation techniques	[all categories] • isomorphic framing • indirect frontloading
Complex learning needs and/or situations	[all categories] • clients with complex needs may include, but is not limited to ○ youth at risk ○ offenders ○ clients with learning difficulties ○ corporate clients • situations with complex needs may include, but is not limited to ○ corporate programs ○ specialist educational programs, for example ▪ senior health education unit of work ○ vocational programs
Factors affecting program outcomes	[all categories] • may include, but is not limited to ○ program activities ○ sequence of program activities ○ facilitation techniques ○ short term versus long term learning outcomes ○ personal communication and facilitation skills ○ participation in previous facilitated adventure - based programs ○ past experiences of processing
General context of adventure-based learning programs	[all categories] • programs or activities, either indoor or outdoor, which have an element of challenge, risk or adventure • an experiential focus as a means of achieving learning • programs or activities that seek to achieve values clarification, behaviour recognition and changes to achieve personal growth
Professional resources	[all categories] • may include but is not limited to ○ counsellor ○ specialist teacher ○ human resources officer

	○ therapist

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of adventure activities to facilitate learning for clients with complex learning needs and/or in complex situations in the workplace - Assessment of performance should be over a minimum of three (3) sessions with different clients with complex learning needs and/or situations covering the prescribed number of categories from the Range Statements. In addition, assessment of performance should be over a minimum of two (2) sessions with peers in a simulated environment. - Assessment must confirm the ability to apply this knowledge using a variety of adventure activities, to lead and facilitate safe, enjoyable and educative programs of activities covering all categories of advanced facilitation technique and factors affecting program outcomes from the Range Statement including - complex client needs - different adventure activities - different types of client groups
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROABL002B Facilitate adventure based learning activities - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Units of competency that pertain to the conduct of an adventure activity
Required knowledge and skills	- Required knowledge - Identification of client needs, eg, CHANGES and GRABBS models - How to address complex learning needs through varied activities - Theories on the transfer of learning and ways of transferring learning in different contexts - Physical and psychological needs of clients - Balance between real and perceived risk - Motivation techniques and strategies - Forms of reflective learning - Advanced facilitation techniques, eg, framing, indirect frontloading - Coping mechanisms - Programming and sequencing of activities - Required skills - Skills in outdoor adventure activity - Problem solving - Conflict resolution and management - Advanced facilitation techniques - Leadership skills to motivate and work with diverse groups - Communication skills to enable effective facilitation - Identifying group dynamics and interaction between group members - Negotiation skills to resolve potential conflict situations

Resource implications	- Physical resources - assessment of this unit of competency requires access to - clients with complex learning needs - an environment suitable for the conduct of adventure-based activities. This may include outdoor or indoor activities - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as dealing with clients with complex learning needs, this unit of competency must be assessed over a minimum of three (3) sessions with different clients with complex learning needs in order to ensure consistency of performance over the Range Statements and contexts applicable to dealing with such client groups
Context for assessment	- This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when facilitating adventure activities with clients in a real work environment - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	-	3	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information clients goals and desired outcomes • Communicating ideas and information - Facilitating learning to clients • Planning and organising activities - Planning activities that will promote learning • Working with teams and others - Working with groups of clients during adventure based activities • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with undesirable behaviour in group activities • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

ABSEILING – NATURAL SURFACE

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SROABN001A	DEMONSTRATE SIMPLE ABSEILING SKILLS ON NATURAL SURFACES
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to participate in basic abseiling activities on natural surfaces (including tree abseiling). The learner will be under supervision, using resources provided by a leader/supervisor. The level of responsibility will be restricted to selection of personal equipment, from that provided, to suit personal needs and situations.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use abseiling equipment	1.1 Identify and fit appropriate personal equipment correctly 1.2 Select and attach descending device (appropriate to the situation) to the rope 1.3 Tie knots suitable to the belay system being used 1.4 Demonstrate use of equipment in a manner that minimises damage to equipment 1.5 Perform personal equipment safety checks competently, eg, correct fit, buckles locked, screw gates done up, no signs of damage 1.6 Identify an appropriate activity site/location after consideration of statutory and organisational procedures
2 Demonstrate correct abseiling technique	2.1 Demonstrate use of appropriate abseiling calls 2.2 Demonstrate correct posture and technique whilst abseiling (using single and double rope) taking into account pitch variations 2.3 Negotiate simple obstacles to the descent safely 2.4 Descend in a controlled and safe manner 2.5 Demonstrate appropriate techniques to minimise damage to the environment whilst abseiling
3 Avoid hazards when abseiling	3.1 Identify the types of hazards encountered whilst abseiling 3.2 Avoid or remove hazards where they exist and where appropriate
4 Apply safety procedures	4.1 Identify and apply strategies to reduce risk whilst abseiling 4.2 Implement safety procedures at top and bottom of descent 4.3 Use effective communication to implement safety systems

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay system	[two categories] • top belay • bottom brake
Descending device	[one category] • auto locking devices, eg, gri gri, stop descender • circular devices, eg, figure 8 type descenders • plate devices, eg, stitch plate • tubular devices, eg, pyramid, air traffic controller (ATC)
Hazards	[all categories relevant to site] • water pools • rock fall • loose gear • falling water • abrasion points • sharp edges • tangled rope • loose clothing and hair • jewellery • phobias • high winds
Knots	[all categories] • rethreaded figure 8 • figure 8 on bight
Personal equipment	[all categories] • helmets • protective clothing • karabiners • harnesses • gloves • footwear
Simple obstacles	[two categories] • ledges

	• trees • falling water • overhangs • squeezes • traverses
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of simple abseiling techniques and the operation of the equipment provided in the workplace • Assessment of performance should be over a minimum of three (3) descents, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ abseil efficiently and in a controlled manner within a simple natural environment ○ negotiate simple obstacles ○ take appropriate precautions to avoid hazards where possible ○ select equipment to suit personal needs (from the range provided) and use equipment in accordance with directions ○ correctly and efficiently communicate with supervisors and/or belayers
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS001B Implement minimal environmental impact practices ○ SROODR001A Apply basic outdoor recreation logistics • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN002A Safeguard an abseiler using a single rope belay system
Required knowledge and skills	• Required knowledge ○ Common equipment used in abseiling and its application ○ Hazards that may be experienced in a natural abseiling environment ○ Safety procedures including communication and belay systems ○ Strategies to reduce risk during an abseiling activity on a natural surface • Required skills ○ Simple abseiling skills to abseil on a natural surface ○ Communication skills to inform belayer of progress ○ Problem solving to negotiate obstacles when abseiling
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ abseiling equipment ▪ harnesses ▪ helmets ▪ descending devices ▪ karabiners ▪ ropes ▪ rope protectors, gloves ○ safety equipment, eg, first aid kit, spare abseiling equipment ○ a natural abseiling site with simple obstacles • Human resources - assessment of this unit of competency will require

	human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in the unit SROABN003A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of abseiling techniques and resources, this unit of competency must be assessed over a minimum of three (3) descents in order to ensure consistency of performance over the Range Statements and contexts applicable to abseiling skills
Context for assessment	• This unit of competency must be assessed in the context of an abseiling activity on a natural surface. For valid and reliable assessment the abseiling activity should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Selecting appropriate abseiling equipment from the range provided • Communicating ideas and information - Informing the belayer on progress of descent • Planning and organising activities - Planning strategies to reduce risk • Working with teams and others - Working with belayer to ensure a safe abseil • Using mathematical ideas and techniques - Not applicable • Solving problems - Negotiating obstacles • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN002A	SAFEGUARD AN ABSEILER USING A SINGLE ROPE BELAY SYSTEM
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to use a single rope belay system and a bottom brake system under direct supervision to safeguard an abseiler. It may be applied to abseiling on either natural or artificial surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Establish belaying position	1.1 Follow procedures to ensure belay safety in the event of belayer, rock or gear fall 1.2 Position body in relation to belay device to allow most effective use of belay system 1.3 Demonstrate a body position and stance that minimises movement during a fall 1.4 Demonstrate attachment of belay to anchor to minimise movement during a fall (where necessary) 1.5 Demonstrate a safe and efficient escape from a belay system
2 Demonstrate suitable belaying technique	2.1 Establish a communication system with abseiler 2.2 Perform all safety checks in accordance with standard policies and procedures 2.3 Arrange rope to ensure free flow 2.4 Maintain rope slack to ensure fall distance is minimised whilst not restricting abseiler movement 2.5 Monitor abseiler progress constantly 2.6 Respond appropriately to abseiler calls 2.7 Arrest falls promptly using technique suitable to the belaying device and/or situation 2.8 Demonstrate use of a body belay (as a back-up system)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[one category] • colleagues • clients
Belay device	[one category] • plate devices, eg, sticht plate • auto locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC)
Belayer	[all categories] • operating a top belay • acting as a bottom brake
Communication system	[one category] • calls • radio • hand signals • other suitable negotiated system
Procedures	[all categories] • wearing of helmets • attaching to safety ropes (for top belay) • positioning out of direct line of rock fall

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the principles of belaying techniques for the belay device used in the workplace • Assessment of performance should be over the belaying of a minimum of three (3) descents, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ the efficient belaying of an abseiler ○ arrest a fall ○ communicate with an abseiler ○ comply with safety procedures ○ use one type of belay device within a belay system
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following units ○ SROABN001A Demonstrate simple abseiling skills on natural surfaces ○ SROABA001A Demonstrate simple abseiling skills on artificial surfaces
Required knowledge and skills	• Required knowledge ○ Types of belay systems ○ Principle of belay technique and use of friction devices ○ Technical abseiling knowledge ○ Relevant communication procedures ○ Characteristics and care of dynamic and static ropes • Required skills ○ Communication with an abseiler ○ Rope handling skills
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ abseiling equipment ▪ harnesses ▪ helmets ▪ descending devices ▪ karabiners ▪ ropes ▪ rope protectors ▪ gloves ○ belay equipment ▪ belay devices ▪ Prusik loops ▪ sewn slings ○ safety equipment, eg, first aid kit, spare abseiling equipment

	○ a single pitch abseiling site (artificial or natural) • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABN002A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of belaying techniques and resources, this unit of competency must be assessed over the belaying of a minimum of three (3) descents in order to ensure consistency of performance over the Range Statements and contexts applicable to belaying skills
Context for assessment	• This unit of competency must be assessed in the context of an abseiling activity. For valid and reliable assessment the abseiling activity should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Selecting most appropriate belay stance • Communicating ideas and information - Communicating with abseiler • Planning and organising activities - Planning sequence of events prior to commencing abseil • Working with teams and others - Working with the abseiler to ensure a safe experience • Using mathematical ideas and techniques - Determining how far the abseiler is from the bottom • Solving problems - Arresting a fall and assisting the abseiler to regain control • Using technology - Using high strength, light weight belay devices Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN003A	APPLY SINGLE PITCH ABSEILING SKILLS ON NATURAL SURFACES
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to independently abseil in single pitch situations on natural surfaces (including tree abseiling). It includes belaying skills for the protection of self and others, it does not cover setting up/rigging an abseil.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Select, fit and use abseiling equipment	2.1 Select and fit personal equipment correctly 2.2 Select and attach descending device (appropriate to the situation) to the rope 2.3 Tie knots suitable to the belay system and descending device that is used 2.4 Use equipment in a manner that minimises equipment damage 2.5 Perform safety checks competently on personal equipment (check correct fit, buckles locked, screw gates done up, no signs of damage)
3 Demonstrate correct abseiling technique	3.1 Demonstrate use of appropriate abseiling calls 3.2 Demonstrate correct posture and technique whilst abseiling (using single and double rope) taking into account pitch variations 3.3 Negotiate simple obstacles to the descent safely 3.4 Descend in a controlled and safe manner 3.5 Demonstrate techniques that minimise damage to the environment whilst abseiling
4 Avoid hazards when abseiling	4.1 Identify the types of hazards encountered whilst abseiling 4.2 Avoid or remove hazards where they exist
5 Apply safety procedures	5.1 Identify and apply strategies to reduce risk whilst abseiling 5.2 Implement safety procedures at top and bottom of descent site 5.3 Use effective communication to implement safety systems
6 Establish belaying position	6.1 Follow procedures to ensure belayer safety in the event of a abseiler fall or rock fall 6.2 Position body in relation to belay device to allow most effective use of belay system 6.3 Select a body position and stance that minimises movement during a fall 6.4 Demonstrate attachment of belayer to anchor to minimise movement during a fall 6.5 Demonstrate a safe and efficient escape from a belay system in a rescue situation whilst ensuring the safety of all involved 6.6 Demonstrate attachment to alternate belay or safety system when self-

	belaying (in accordance with standard procedures) to maintain safety in the event of a fall
7 Demonstrate suitable belaying technique	7.1 Determine the most appropriate belay device and technique for the situation 7.2 Establish a suitable communication system with abseiler, when belaying others 7.3 Perform all safety checks in accordance with standard policies and procedures 7.4 Arrange rope to ensure free flow 7.5 Maintain rope tension to ensure fall distance is minimised whilst not restricting abseiler movement 7.6 Monitor abseiler or self progress constantly 7.7 Demonstrate correct use of belay device 7.8 Respond to abseiler calls 7.9 Arrest falls promptly using technique according to the belaying device and situation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[all categories] • self, i.e., self belay • colleagues • clients
Belay system	[all categories] • top belay • bottom brake • self belay
Communication system	[one category] • calls • radio • hand signals • other suitable negotiated system
Contextual issues	[all categories] • belayer's abilities • abseiler's abilities • weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions • time of day
Device	[two categories] • auto locking devices, eg, gri gri, stop descender • circular devices, eg, figure 8 type descenders • plate devices, eg, sticht plate • tubular devices, eg, pyramid, air traffic controller (ATC) • improvised devices, eg, crossed karabiners • in line devices, eg, rapelling rack, whale-tail, gold-tail
Hazards	[all categories relevant to site]

	• water pools • rock fall • falling water • abrasion points • sharp edges • tangled rope • loose clothing and hair • jewellery • phobias • high winds
Knots	[all categories] • end-of-rope knots, eg, rethreaded figure 8, figure 8 on bight • friction hitches, eg, Prusik, kleimheist
Personal equipment	[all categories] • helmets • protective clothing • karabiners • harnesses • gloves • footwear
Procedures	[all categories] • wearing of helmets • attaching to safety ropes • position out of direct line of rock fall
Simple obstacles	[four categories] • ledges • trees • falling water • overhangs • squeezes • traverses
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of different types of abseiling techniques, equipment used in abseiling and belaying and factors affecting technique and equipment selection in the workplace • Assessment of performance should be over a minimum of three (3) descents, and the belaying of three (3) abseils, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ independently select the abseiling/belaying equipment ○ negotiate simple obstacle while abseiling ○ abseil efficiently in single pitch situations in a controlled manner on natural surfaces ○ self belay and belay an abseiler ○ arrest a fall ○ communicate with belayer/abseiler
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROABN001A Demonstrate simple abseiling skills on natural surfaces ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN004A Establish ropes for single pitch abseiling on natural surfaces ○ SROVTR001A Perform vertical rescues
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant international, Australian and industry standards pertaining to equipment use and performance ○ Manufacturer's design specifications and recommendations for equipment use ○ Safety procedures including communication, belay systems, risk management strategies ○ Belay devices and techniques, for abseiling ○ Minimum impact code ○ Ethics, tradition and history of abseiling ○ Technical abseiling knowledge ○ Abseiling communication procedures • Required skills ○ Simple abseiling technique ○ Communication with belayer/abseiler ○ Problem solving to avoid/negotiate obstacles when abseiling
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ abseiling equipment

	▪ harnesses ▪ helmets ▪ descending devices ▪ karabiners ▪ ropes ▪ rope protectors ▪ gloves ○ safety equipment, eg, first aid kit, spare abseiling equipment ○ a natural abseiling site with simple obstacles • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABN005A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of abseiling/belaying techniques and resources, this unit of competency must be assessed over a minimum of three (3) descents and three (3) belays in order to ensure consistency of performance over the Range Statements and contexts applicable to abseiling/belaying skills
Context for assessment	• This unit of competency must be assessed in the context of an abseiling activity with real abseilers on a natural surface. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	1	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Selecting appropriate abseiling equipment • Communicating ideas and information - Informing the belayer on progress of descent • Planning and organising activities - Planning strategies to reduce risks • Working with teams and others - Working with belayer to ensure a safe abseil • Using mathematical ideas and techniques - Estimating length of rope that has passed through belay device to determine if abseiler is at, or near, bottom of abseil • Solving problems - Negotiating obstacles • Using technology - Using high strength, light weight equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN004A	ESTABLISH ROPES FOR SINGLE PITCH ABSEILING ON NATURAL SURFACES
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select fixed and natural anchors for the attachment of ropes and equipment for belays, eg, tapes, karabiners. These anchors are to be used in establishing belay systems and rigging rope pitches for abseiling on natural surfaces (including tree abseiling). These systems must be able to accommodate different belayer and abseiler abilities in a single pitch context. Anchors must be selected from a diversity of locations, offering different environmental conditions, eg, rock type, tree type, type of weather and resultant effects.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure natural and/or fixed anchors	1.1 Assess the condition of the anchor(s) (including performance under likely load) and the stability of the surroundings 1.2 Identify and select anchor(s) to minimise failure and to ensure minimal environmental impact 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the abseil, and the abilities of the person's participating 1.4 Select anchor(s) demonstrating consideration of belay systems , back-up systems, type of anchors and operating procedures (where applicable)
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and abseiler 2.2 Identify how the forces generated during a fall affect the selection of the system 2.3 Determine advantages and disadvantages of top belay versus bottom brake and justify selection of belay system 2.4 Establish a belay system after consideration of other contextual issues which may affect the system 2.5 Demonstrate the rigging of multiple anchors , ensuring equalisation and minimal shock loading (where applicable) 2.6 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall 2.7 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.8 Select a belay device that is suitable for the situation and the belayer's ability, and demonstrate use in accordance with manufacturer's specifications 2.9 Select and tie knots suitable for the type of system established 2.10 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.11 Check all equipment (for signs of corrosion, abrasion, impact, aging) to ensure that it is in working order 2.12 Identify and avoid or remove hazards where they exist and where appropriate
3 Rig rope pitches for safety and ease of use	3.1 Identify safe access to and egress from the site, and 'safe areas' 3.2 Identify ascent/descent route according to the contextual issues 3.3 Select and tie knots that are suitable for the type of system established and for potential retrieval or rescue situations 3.4 Set up anchors and ropes to facilitate rescue

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[self and one other category] • self • client • colleague
Anchors	[all categories] • natural ○ trees ○ knobs of rock ○ threads ○ rock bollards ○ limestone formations or persons in the case of body belays • fixed ○ bolts ○ chains ○ bollards ○ pitons ○ eyelets ○ U bolts ○ wire cables
Belay devices	[two categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC) • Prusik cord and suitable friction hitch
Belay system	[all categories] • top belay • self belay • bottom brake
Condition of the anchors	[all categories] • age • location • wear • decay • corrosion • weathering

	• environmental stress • insect damage
Contextual issues	[all categories] • belayer's abilities • abseiler's abilities • weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions (at top and bottom) • time of day
Environmental impacts	[all categories] • rock dislodgement • compacting of soil • damage to flora, fauna, bird's nests, cave formations • effect on other users of the site
Equipment	[all categories] • ropes • tape slings • rope protectors • karabiners • helmet • harness
Hazards	[all categories] • loose rocks/gear • sharp edges • dangerous fauna ○ snakes ○ spiders ○ nesting birds • dangerous flora ○ cactus ○ stinging tree • moving ropes running over stationary ropes, tape or webbing • tripping on complex or loose rigging
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots ○ rethreaded figure of 8

	○ figure of 8 ○ round turn and two half hitches ○ stopper knots • mid-rope knots, eg, alpine butterfly, in-line figure of 8 • rope joining knots, eg, double fisherman's • tape knot
Likely load	[all categories] • group size • set up • type of abseil conducted • abseiler ability • technique
Person's participating	[all categories] • experienced/inexperienced • adults/children • tourists, club members, clients, school or youth groups
Safety of belayer	[all categories] • attachment to anchor or alternate safety system • positioning out of direct line of rock or equipment fall
Stability of surroundings	[all categories] • location • cracks • deformities • fissures
Standards	[all categories] • Australian • International, eg, European Committee for Standardisation (CEN) • accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the factors affecting the stability and selection of anchors, the different types of belay systems and knots and their suitability in different rigging situations in the workplace • Assessment of performance should be over a minimum of three (3) separate set ups over a variety of locations, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ select and establish anchors, considering the factors that affect their suitability ○ select and establish a belay system according to the situation ○ establish belay systems for single pitch abseiling at the top of a pitch ○ establish belay systems for single pitch abseiling at the bottom of a pitch ○ use suitable belay devices and knots ○ determine the need for, and establish, back up belay systems ○ establish a self belay system ○ apply knowledge of knots and anchor selection to rig ropes to suit different situations (ascent and descent)
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN003A Apply single pitch abseiling skills on natural surfaces
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards, eg, European Committee for Standardisation (CEN) on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Minimum impact code ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system, eg, top and bottom belays, self and instructor/other participant belays ○ Technical abseiling and equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations

	- Required skills - Decision making to select anchors and belay systems - Problem solving to eliminate/minimise hazards - Observation to assess anchors - Technical abseiling ability
Resource implications	- Physical resources - assessment of this unit of competency requires access to - abseiling equipment - harnesses - helmets - descending devices - karabiners - ropes - rope protectors - gloves - safety equipment, eg, first aid kit, spare abseiling equipment - minimum of two (2) abseiling locations (must be natural) with varying qualities and with fixed anchors - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABN006A) - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the variety of techniques and procedures, this unit of competency must be assessed over a minimum of three (3) separate set ups over a variety of locations, in order to ensure consistency of performance over the Range Statements and contexts applicable to setting up anchors and belays for single pitch abseiling
Context for assessment	- This unit of competency must be assessed in the context of establishing a belay for an abseiling activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	-	2	-	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Determining the most appropriate belay set-up • Communicating ideas and information - Not applicable • Planning and organising activities - Planning the method of belay • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating rope lengths required for abseil and belay • Solving problems - Avoiding or removing hazards • Using technology - Using high strength, light weight equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN005A	APPLY MULTI PITCH ABSEILING SKILLS ON NATURAL SURFACES
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to abseil independently in single and multi pitch descents on natural surfaces in a wide variety of contexts. These may include a variety of descending devices, techniques, hazards and obstacles.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Select, fit and use abseiling equipment	2.1 Select and fit appropriate personal equipment 2.2 Select and attach descending device (appropriate to the situation) to the rope 2.3 Identify and tie knots suitable to the belay system being used 2.4 Use equipment in a manner that minimises damage to the equipment 2.5 Perform safety checks on personal equipment competently (checking correct fit, buckles locked, screw gates done up, no signs of damage)
3 Demonstrate correct abseiling technique	3.1 Demonstrate use of appropriate abseiling communication calls 3.2 Demonstrate correct posture and technique whilst abseiling (using single and double rope) taking into account pitch variations 3.3 Negotiate obstacles safely 3.4 Descend in a controlled and safe manner 3.5 Demonstrate appropriate techniques that minimise damage to the environment whilst abseiling
4 Avoid hazards when abseiling	4.1 Identify the types of hazards encountered whilst abseiling 4.2 Avoid or remove hazards where they exist and where appropriate
5 Apply safety procedures	5.1 Identify and apply strategies to reduce risk whilst abseiling 5.2 Implement safety procedures at top and bottom of descent site 5.3 Use effective communication to implement safety systems

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay system	[all categories] • top belay • bottom brake • self belay
Contextual issues	[all categories] • belayer's abilities • abseiler's abilities • weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions (at top and bottom) • time of day
Descending device	[four categories] • auto locking devices, eg, gri gri, stop descender • circular devices, eg, figure 8 type descenders • plate devices, eg, sticht plate • tubular devices, eg, pyramid, air traffic controller (ATC) • improvised devices, eg, crossed karabiners • in line devices ○ rapelling rack ○ whale-tail ○ gold-tail
Hazards	[all categories relevant to site] • water pools • rock fall • loose gear • falling water • abrasion points • sharp edges • tangled rope • loose clothing and hair • jewellery • phobias

	• high winds
Knots	[all categories] • end-of-rope knots, eg, rethreaded figure 8, figure 8 on bight • friction hitches, eg, Prusik, kleimheist
Obstacles	[all categories relevant to site] • ledges • trees • falling water • overhangs • squeezes • traverses
Personal equipment	[all categories] • helmets • protective clothing • karabiners • harnesses • gloves • footwear
Statutory and organisational procedures	[all applicable categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm an in depth knowledge of abseiling techniques and the range of equipment used in abseiling activities and the advantages and disadvantages in particular situations - Assessment of performance should be over a minimum of three (3) separate descents in a variety of locations, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - independently select appropriate equipment for different abseiling situations - demonstrate single and multi-pitch abseiling skills in routine and non-routine situations in a wide variety of contexts encountering varying hazards, obstacles and situations
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROABN003A Apply single pitch abseiling skills on natural surfaces - SROODR003A Plan outdoor recreation activities (advanced) - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROABN006A Establish ropes for multi pitch abseiling on natural surfaces - SROVTR002A Perform complex vertical rescues
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant international, Australian and industry standards pertaining to equipment use and performance - Manufacturer's design specifications and recommendations for equipment use - Safety procedures including communication, belay systems, risk management strategies - Minimum impact code - Establishment and maintenance of safety systems in multi-pitch situations - Required skills - Advanced abseiling skills to negotiate a variety of obstacles - Rope handling skills to manage ropes and rig multi pitch abseils - Communication with other party members - Problem solving to develop strategies to reduce risk
Resource implications	- Physical resources - assessment of this unit of competency requires access to - abseiling equipment - harnesses - helmets - descending devices - karabiners

	▪ ropes ▪ rope protectors ▪ gloves ○ safety equipment ▪ first aid kit ▪ spare abseiling equipment ▪ communication devices ○ a variety of natural abseiling locations • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABN005A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of abseiling sites, hazards and obstacles, this unit of competency must be assessed over a minimum of three (3) separate descents covering a variety of locations, in order to ensure consistency of performance over the Range Statements and contexts applicable to complex abseiling situations in natural environments
Context for assessment	• This unit of competency must be assessed in the context of an abseiling activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment may include complicated or non-routine hazards but must be safe. • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	1	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Analysing weather information to plan abseil • Communicating ideas and information - Communicating with other abseilers in adverse environmental conditions • Planning and organising activities - Planning the descent route • Working with teams and others - Working with belayer to ensure a safe abseil (if applicable) • Using mathematical ideas and techniques - Determining length of rope and number of pitches to complete abseil • Solving problems - Negotiating obstacles • Using technology - Using advanced descending devices Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN006A	ESTABLISH ROPES FOR MULTI PITCH ABSEILING ON NATURAL SURFACES
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select and create anchors (fixed, natural and/or artificial) for the attachment of ropes and/or equipment for belays, eg, tapes, karabiners. These anchors are to be used in establishing belay systems and rigging rope pitches for abseiling on natural surfaces. These systems must be able to accommodate different belayer and abseiler abilities in single and multi pitch contexts. Anchors must be selected from a diversity of locations, offering different environmental conditions, eg, rock type, tree type, type of weather and resultant effects.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure natural, fixed and/or artificial anchors	1.1 Assess the condition of the anchor(s) (including performance under likely load) and the stability of the surroundings 1.2 Identify and select anchor(s) to minimise failure and to ensure minimal environmental impact 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the activity, and the abilities of the person participating 1.4 Select anchor(s) demonstrating consideration of belay systems, back-up systems, type of anchors and operating procedures 1.5 Place artificial protection in an accurate, efficient and effective manner, to create an anchor
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and abseiler 2.2 Identify the forces generated during a fall and their affect on the system 2.3 Establish a belay system after consideration of other contextual issues which may affect the system 2.4 Demonstrate the rigging of multiple anchors , ensuring equalisation and minimal shock loading 2.5 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall 2.6 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.7 Select a belay device that is suitable for the situation and the belayer's ability, and demonstrate use in accordance with manufacture's specifications 2.8 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.9 Check all equipment (for signs of corrosion, abrasion, impact, wearing) to ensure that it is in working order 2.10 Identify and avoid or remove hazards where they exist and where appropriate
3 Rig rope pitches for safety and ease of use	3.1 Identify safe access to and egress from the site, and 'safe areas' 3.2 Identify ascent/descent route after consideration of the contextual issues 3.3 Select and tie knots that are suitable for the type of system established and for potential retrieval or rescue situations 3.4 Set up anchors and ropes to facilitate rescue

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[all categories] • self • client • colleague
Anchors	[all categories] • natural ○ trees ○ knobs of rock ○ threads ○ rock bollards ○ limestone formations • fixed ○ bolts ○ chains ○ bollards ○ pitons ○ eyelets ○ U bolts ○ poles ○ wire cables • artificial, eg, removable protection such as nuts, camming devices and wedges
Belay devices	[all categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC) • Prusik cord and suitable friction hitch
Belay system	[all categories] • top belay • bottom brake • self belay
Condition of the anchors	[all categories] • age • location • wear

	• decay • corrosion • weathering • environmental stress • insect damage
Contextual issues	[all categories] • belayer's abilities • abseiler abilities • weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions (at top and bottom) • time of day
Environmental impacts	[all categories] • rock dislodgement • compacting of soil • damage to flora, fauna, bird's nests, cave formations • effect on other users of the site
Equipment	[all categories] • ropes • tape slings • rope protectors • karabiners
Hazards	[all categories] • loose rocks/gear • sharp edges • moving ropes running over stationary ropes, tape or webbing • tripping on complex or loose rigging • dangerous fauna (eg, snakes, spiders, nesting birds) • dangerous flora (eg, stinging trees, cactus)
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots ○ rethreaded figure of eight ○ figure of 8 ○ round turn and two half hitches ○ stopper knots • mid-rope knots, eg, alpine butterfly, in-line figure of 8

	• rope joining knots, eg, double fisherman's • tape knot
Likely load	[all categories] • group size • set up • type of abseil conducted • abseiler ability • technique
Person's participating	[all categories] • experienced/inexperienced • adults/children • tourists, club members, clients, school or youth groups
Safety of belayer	[all categories] • attachment to anchor or alternate safety system • positioning out of direct line of rock or equipment fall
Stability of surroundings	[all categories] • location • cracks • deformities • fissures
Standards	[all categories] • Australian • International, eg, European Committee for Standardisation (CEN) • accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm in depth knowledge of rigging techniques applicable to - different types of anchor - different equipment - different pitch requirements - different abilities of group members - Assessment of performance should be over a minimum of three (3) separate set ups over a variety of natural sites (must be multi pitch), covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of the factors affecting the stability and selection of anchors (fixed, natural and/or artificial) to select anchors for simple and complex, single and multi pitch abseils - establish a broad range of belay systems to accommodate different belayer and participant abilities, types of anchor and location requirements - use a variety of different belay systems and knots in routine and non - routine situations - apply considerable discretion and judgement as to the type of belay system required - rig pitches for abseiling using all categories of anchor - rig pitches for abseils in single and multi pitch contexts in routine and non-routine situations - establish suitable safety systems in multi pitch situations
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROABN004A Establish ropes for single pitch abseiling on natural surfaces - SROODR003A Plan outdoor recreation activities (advanced) - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROABN005A Apply multi pitch abseiling skills on natural surfaces
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant Australian and international standards, eg, European Committee for Standardisation (CEN); on equipment use and performance - Relevant state legislation impacting on roping activities - Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) - Manufacturer's design specifications and recommendations for equipment use - Minimum impact code - Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation)

	○ Principles of belay systems and devices ○ Different types of belay system, eg, top belays, bottom brake and self belays ○ Technical abseiling and equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations • Required skills ○ Decision making to select anchors and belay systems ○ Problem solving to eliminate/minimise hazards ○ Observation to assess anchors
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ abseiling equipment ▪ harnesses ▪ helmets ▪ descending devices ▪ karabiners ▪ ropes ▪ rope protectors ▪ gloves ○ safety equipment, eg, first aid kit, spare abseiling equipment ○ minimum of two abseiling locations (must be natural) with varying qualities, fixed anchors and opportunities for placement of artificial protection (fissures, cracks) • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABN006A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of techniques and procedures, this unit of competency must be assessed over a minimum of three (3) separate set ups over a variety of natural sites (must be multi pitch), in order to ensure consistency of performance over the Range Statements and contexts applicable to setting up anchors and belays for abseiling
Context for assessment	• This unit of competency must be assessed in the context of an abseiling activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment may include complicated or non-routine hazards but must be safe. • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations",

	any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	-	3	-	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Determining the most appropriate belay/abseil set-up • Communicating ideas and information - Not applicable • Planning and organising activities - Planning the descent route • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating load on anchors • Solving problems - Avoiding or removing hazards • Using technology - Using high strength, light weight equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN007A	GUIDE ABSEILING ON NATURAL SURFACES (SINGLE PITCH)
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients in a routine single pitch abseiling activity on a natural surface, where there are clearly defined operating procedures for the abseiling site. The abseiling site should have easy access to the top and the bottom of the abseil(s), be free from complex set up and/or operating issues, and should be free from hazards. Anchors at the site should be obvious and easily accessible, and should be either fixed or natural.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an abseiling activity for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select suitable site and abseil(s) to suit abilities and objectives of the group 1.4 Determine most appropriate belay system , demonstrating consideration of clients abilities and conditions at the site 1.5 Obtain and interpret local weather information in relation to the activity 1.6 Obtain permits or permission for access where necessary 1.7 Ensure correct guide/client ratios are met 1.8 Prepare a personal equipment checklist for the clients 1.9 Determine food and drink requirements for group taking into account contextual issues 1.10 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the participant and the abseil 2.3 Check safety and rescue equipment to ensure suitability to the group and the abseil
3 Establish the abseil	3.1 Establish safe areas/boundaries (if applicable) 3.2 Establish anchors and abseil rope(s) (and belay rope(s), if applicable), ensuring ropes are in the correct position for the abseil(s) selected
4 Brief clients	4.1 Communicate clearly the aim of the guided activity to the clients 4.2 Communicate logistical details to clients, including minimal environmental impact practices relevant to abseiling at that site 4.3 Brief group of standard safety procedures 4.4 Demonstrate correct abseiling, belaying and back-up belaying techniques (where appropriate) 4.5 Outline procedures for inversion and entrapment (where appropriate) 4.6 Establish a communication system for use during abseil and ensure that all clients understand the system 4.7 Devolve decision making (where appropriate)
5 Maintain the welfare of the group	5.1 Assess capabilities of group members on the day 5.2 Ensure all clients are properly equipped for the abseil and all equipment is properly fitted, adjusted and attached (where applicable) 5.3 Monitor individual client's performance and needs 5.4 Evaluate abseiling conditions

	5.5 Monitor weather conditions 5.6 Evaluate implications of weather signs on abseiling plans 5.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored 5.8 Control the group to maintain a safe enjoyable atmosphere 5.9 Apply risk management plan 5.10 Recognise and resolve conflict situations (where practical)
6 Supervise an abseiling activity safely	6.1 Provide clear and concise direction and advice to group during the activity 6.2 Monitor abseiling, belaying and back-up belaying techniques (where applicable) to ensure a safe environment 6.3 Identify a variety of potential hazards 6.4 Decide how each hazard can be overcome/avoided 6.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 6.6 Provide positive encouragement and empathy 6.7 Manage the actions of the group to maintain the safest situation 6.8 Respond accordingly to any emergency or non-routine situation
7 Conduct activity in a professional manner	7.1 Encourage feedback and questioning from group members 7.2 Avoid contentious issues in general conversation 7.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 7.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
8 Complete post-trip responsibilities	8.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 8.2 Evaluate all aspects of activity organisation and conduct, including client feedback 8.3 Suggest modifications (if required)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay system	[one category] • top belay • bottom brake
Communication	[two categories] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of abseil • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height of abseil • personal requirements • safety requirements
Equipment	[all categories] • abseiling equipment ○ ropes ○ harnesses ○ descending device ○ karabiners • safety equipment ○ helmet ○ belay devices ○ first aid kit ○ rope protectors • rescue equipment ○ knife ○ rescue pulley ○ whistle ○ spare Prusik loops • artificial protection - if applicable ○ wires

	○ nuts ○ cams ○ spring loaded camming device • appropriate clothing and footwear
Hazards	[all categories relevant to location] • environmental hazards ○ sharp/abrasive edges ○ high winds ○ obstructions or distractions to the belayer • set-up hazards ○ loose gear ○ moving ropes running over stationary ropes ○ tape or webbing ○ tripping on complex or loose rigging ○ tangled rope • group management hazards ○ abseiler getting too close to edge without a safety line ○ abseiler abseiling too fast ○ belayer(s) not paying attention ○ client being careless with equipment • abseiler hazards ○ loose clothing and hair ○ jewellery ○ phobias • dangerous fauna ○ snakes ○ spiders ○ wasps • dangerous flora, eg, cactus, stinging trees
Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding an abseiling activity with clients, on natural surfaces in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding an abseiling activity on a natural surface • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct abseiling activities at a number of different locations to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROABN003A Apply single pitch abseiling skills on natural surfaces ○ SROABN004A Establish ropes for single pitch abseiling on natural surfaces ○ SROVTR001A Perform vertical rescues ○ SRXRIK001A Undertake risk analysis of activities ○ SROODR005A Guide outdoor recreation sessions • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCLN008A Guide climbing on natural surfaces (single pitch)
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system ▪ top belay ▪ bottom brake ▪ self belay ○ Technical abseiling/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of

	○ situations ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for abseil ○ Location knowledge • Required skills ○ Personal abseiling skills to a high level of technical correctness ○ Decision making to tailor activity to meet groups needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a natural abseiling site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ abseiling equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABN009A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding an abseiling activity on a natural surface with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity with a range of real clients. For valid and reliable assessment the outdoor recreation activity must be demonstrated whilst guiding an abseiling activity with real clients on a natural surface • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations",

	any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning sequencing for the activity • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN008A	INSTRUCT ABSEILING ON NATURAL SURFACES (SINGLE PITCH)
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a single pitch abseiling activity on natural surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching abseiling skills on natural surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach abseiling skills on natural surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with Occupational Health and Safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional abseiling session on natural surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional abseiling session on natural surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required

	4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for an abseiling session on natural surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to an abseiling activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to abseiling and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in abseiling on natural surfaces 6.3 Identify minimal impact practices appropriate to abseiling on natural surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in abseiling on natural surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to an abseiling activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to abseiling on natural surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to abseiling on natural surfaces 7.4 Demonstrate rescue techniques specific to abseiling on natural surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach abseiling skills (for natural surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further abseiling knowledge (for natural surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in abseiling on natural surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the abseiling instructional session	10.1 Check equipment for damage and return and store (or retire) in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • abseiling equipment ○ ropes ○ harnesses ○ descending device • safety equipment ○ helmet ○ belay devices ○ first aid kit • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops
Hazards	[all categories] • may include ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ high winds (if applicable) ○ loose rocks, debris ○ loose gear ○ moving ropes running over stationary ropes, tape or webbing ○ tripping on complex or loose rigging
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing

	○ teaching aids ○ suitable natural site for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ 'part' to 'whole' ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an abseiling instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing abseiling skills on natural surfaces • Assessment must confirm the ability to apply this knowledge and appropriate technique to ○ apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements ○ demonstrate abseiling techniques or skills accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs ○ provide constructive feedback which enhances the client's learning ○ provide instruction in required knowledge and skills for abseiling on natural surfaces ○ apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSZ404A Train small groups ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is ▪ SROABN003A Apply single pitch abseiling skills on natural surfaces ▪ SROABN004A Establish ropes for single pitch abseiling on natural surfaces ▪ SROVTR001A Perform vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCLN009A Instruct climbing on natural surfaces (restricted)
Required knowledge and skills	• Required knowledge ○ Of activity location and its suitability for the conduct of the instructional session ○ Industry guidelines, codes of practice, recommended staff/client ratios ○ Relevant legislation impacting upon the instruction or conduct of abseiling ▪ Occupational Health and Safety (OHS) ▪ land and water management authorities ▪ local government ○ Theories of instruction applicable to a range of ages and learning

	- abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of abseiling skills on natural surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing abseiling on natural surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Abseiling skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to : ○ suitable locations (indoor and/or outdoor) for the conduct of abseiling instructional sessions ○ abseiling equipment ▪ ropes ▪ harnesses ▪ descending device ○ safety equipment ▪ helmet ▪ belay devices ▪ first aid kit ○ rescue equipment ▪ knife ▪ rescue pulley ▪ spare Prusik loops ○ suitable personal clothing ○ first aid kit ○ instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABN010A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum

	of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing abseiling skills on natural surfaces
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an abseiling activity with a range of clients (not peers), on natural surfaces • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN009A	GUIDE ABSEILING ON NATURAL SURFACES (MULTI PITCH)
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients in a multi pitch abseiling activity on a natural surface.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an abseiling activity for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select suitable site and abseil(s) to suit abilities and objectives of the group 1.4 Determine most appropriate belay system , demonstrating consideration of clients abilities and conditions at the site 1.5 Obtain and interpret local weather information in relation to the activity 1.6 Obtain permits or permission for access where necessary 1.7 Ensure correct guide/client ratios are met 1.8 Prepare a personal equipment checklist for clients 1.9 Determine food and drink requirements for group taking into account contextual issues 1.10 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the participant and the abseil 2.3 Check safety and rescue equipment to ensure suitability to the group and the abseil
3 Establish the abseil	3.1 Establish safe areas and/or safety lines (if applicable) 3.2 Establish anchors and abseil rope(s) (and belay rope(s), if applicable), ensuring ropes are in the correct position for the abseil(s) selected
4 Brief clients	4.1 Communicate clearly the aim of the guided activity to the clients 4.2 Communicate logistical details to clients, including relevant minimal environmental impact practices 4.3 Brief group of standard safety procedures 4.4 Demonstrate correct abseiling and belaying techniques (where appropriate) 4.5 Outline procedures for inversion and entrapment (where appropriate) 4.6 Establish a communication system for use during abseil and ensure that all clients understand the system 4.7 Devolve decision making (where appropriate)
5 Maintain the welfare of the group	5.1 Assess capabilities of group members on the day 5.2 Ensure all clients are properly equipped for the abseil 5.3 Monitor individual client's performance and needs 5.4 Evaluate abseiling conditions 5.5 Monitor weather conditions 5.6 Evaluate implications of weather signs on abseiling plans 5.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored 5.8 Control the group to maintain a safe enjoyable atmosphere

	5.9 Apply risk management plan 5.10 Recognise and resolve conflict situations (where practical)
6 Lead an abseiling activity safely	6.1 Provide clear and concise direction and advice to group during the activity 6.2 Monitor abseiling and belaying techniques (where applicable) to ensure a safe environment 6.3 Identify a variety of potential hazards 6.4 Decide how each hazard can be overcome/avoided 6.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 6.6 Provide positive encouragement and empathy 6.7 Manage the actions of the group to maintain the safest situation 6.8 Respond accordingly to any emergency or non-routine situation
7 Conduct activity in a professional manner	7.1 Encourage feedback and questioning from group members 7.2 Avoid contentious issues in general conversation 7.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 7.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
8 Complete post-trip responsibilities	8.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 8.2 Evaluate all aspects of activity organisation and conduct, including client feedback 8.3 Suggest modifications (if required)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay system	[all relevant categories] • top belay • bottom brake
Communication	[two categories] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of abseil • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height of abseil • personal requirements • safety requirements
Equipment	[all categories] • abseiling equipment ○ ropes ○ harnesses ○ descending device ○ karabiners • safety equipment ○ helmet ○ belay devices ○ first aid kit ○ rope protectors • rescue equipment ○ knife ○ rescue pulley ○ whistle ○ spare Prusik loops • artificial protection - if applicable ○ wires

	○ nuts ○ cams ○ spring loaded camming device • appropriate clothing and footwear
Hazards	[all categories relevant to location] • environmental hazards ○ sharp/abrasive edges ○ high winds ○ obstructions or distractions to the belayer • set-up hazards ○ loose gear ○ moving ropes running over stationary ropes ○ tape or webbing ○ tripping on complex or loose rigging ○ rope tangling or jamming on pull-down • group management hazards ○ abseiler getting too close to edge without a safety line ○ abseiler abseiling too fast ○ belayer(s) not paying attention ○ client being careless with equipment • abseiler hazards ○ loose clothing and hair ○ jewellery ○ phobias • dangerous fauna ○ snakes ○ spiders ○ wasps • dangerous flora, eg, cactus, stinging trees
Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding an abseiling activity with clients, on natural surfaces in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding an abseiling activity on a natural surface • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct abseiling activities at a number of different locations to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROABN005A Apply multi pitch abseiling skills on natural surfaces ○ SROABN006A Establish ropes for multi pitch abseiling on natural surfaces ○ SROABN007A Guide abseiling on natural surfaces (single pitch) ○ SROVTR002A Perform complex vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCLN010A Guide lead climbing activities on natural surfaces (multi pitch) ○ SROOPS004B Interpret weather conditions in the field
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system, eg, top belay, bottom brake, self belay ○ Technical abseiling/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations

	○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for abseil ○ Location knowledge • Required skills ○ Personal abseiling skills to a high level of technical correctness ○ Decision making to tailor activity to meet groups needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a natural abseiling site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ abseiling equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABN009A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding an abseiling activity on a natural surface with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity with a range of real clients. For valid and reliable assessment the outdoor recreation activity must be demonstrated whilst guiding an abseiling activity with real clients on a natural surface • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients

	or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning sequencing for the activity • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROABN010A	INSTRUCT ABSEILING ON NATURAL SURFACES (MULTI PITCH)
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a multi pitch abseiling activity on natural surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching abseiling skills on natural surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach abseiling skills on natural surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional abseiling session on natural surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional abseiling session on natural surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required 4.6 Assess risks associated with the conduct of instructional activities constantly

	and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to maintain safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for an abseiling session on natural surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to an abseiling activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to abseiling and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in abseiling on natural surfaces 6.3 Identify minimal impact practices appropriate to abseiling on natural surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in abseiling on natural surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to an abseiling activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to abseiling on natural surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to abseiling on natural surfaces 7.4 Demonstrate rescue techniques specific to abseiling on natural surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach abseiling skills (for natural surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further abseiling knowledge (for natural surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in abseiling on natural surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the abseiling instructional session	10.1 Allow time for 'cooling down' at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • abseiling equipment ○ ropes ○ harnesses ○ descending device • safety equipment ○ helmet ○ belay devices ○ first aid kit • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops
Hazards	[all categories] • may include ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ high winds (if applicable) ○ loose rocks, debris ○ loose gear ○ moving ropes running over stationary ropes, tape or webbing ○ tripping on complex or loose rigging
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing

	○ teaching aids ○ suitable artificial structure for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ 'part' to 'whole' ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of an abseiling instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace - Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing abseiling skills on natural surfaces - Assessment must confirm the ability to apply this knowledge and appropriate technique to - apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements - demonstrate abseiling techniques or skills accurately - establish a positive learning environment - recognise different client abilities and teach to suit individual needs - provide constructive feedback which enhances the client's learning - provide instruction in required knowledge and skills for abseiling on natural surfaces - apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSZ404A Train small groups - SROABN008A Instruct abseiling on natural surfaces (single pitch) - The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is - SROABN005A Apply multi pitch abseiling skills on natural surfaces - SROABN006A Establish ropes for multi pitch abseiling on natural surfaces - SROVTR002A Perform complex vertical rescues - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Of activity location and its suitability for the conduct of the instructional session - Industry guidelines, codes of practice, recommended staff/client ratios - Relevant legislation impacting upon the instruction or conduct of abseiling - Occupational Health and Safety - land and water management authorities - local government

	○ Theories of instruction applicable to a range of ages and learning abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of abseiling skills on natural surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing abseiling on natural surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Abseiling skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations (indoor and/or outdoor) for the conduct of abseiling instructional sessions ○ abseiling equipment ▪ ropes ▪ harnesses ▪ descending device ○ safety equipment ▪ helmet ▪ belay devices ▪ first aid kit ○ rescue equipment ▪ knife ▪ rescue pulley ▪ spare Prusik loops ○ suitable personal clothing ○ first aid kit ○ instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROABN010A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum

	of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing abseiling skills on natural surfaces
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an abseiling activity with a range of clients (not peers), on natural surfaces • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations:", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

AQUATICS

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SRCAQU003A	RESPOND TO AN AQUATIC EMERGENCY USING BASIC WATER RESCUE TECHNIQUES
AQU	Aquatics

DESCRIPTION: This unit covers the skills and knowledge to identify and evaluate an aquatic emergency and perform a basic water rescue. These situations will usually involve an individual response.

ELEMENT	PERFORMANCE CRITERIA
1 Identify and evaluate aquatic emergencies which may require basic water rescue techniques	1.1 The <i>factors that contribute to aquatic emergencies which may require basic water rescues</i> are identified and explained 1.2 The <i>characteristics of a person in difficulty</i> are identified and explained 1.3 Initial assessment is communicated to appropriate personnel in accordance with the <i>accepted best practice principles of aquatic rescues</i> 1.4 An appropriate emergency response for the situation and the <i>people involved</i> is identified and explained
2 Apply the principles of a basic water rescue when required	2.1 The factors involved in conducting a <i>basic water rescue</i> are assessed and a <i>rescue plan</i> is formulated 2.2 The <i>rescue plan</i> considers self - preservation and the safety of bystanders 2.3 The type of rescue required and <i>rescue equipment</i> needed are determined 2.4 A <i>basic water rescue</i> is performed in accordance with <i>accepted best practice principles of aquatic rescues</i>
3 Assess the casualty and plan a course of action	3.1 The condition of the casualty is observed and described 3.2 Appropriate <i>first aid</i> for the casualty's condition is identified and explained 3.3 Treatment appropriate to the casualty's condition is provided in line with approved <i>first aid techniques and standards</i>
4 Record and report the incident	4.1 A record of the incident and the action taken is completed using appropriate forms and in line with organisational requirements 4.2 Appropriate other personnel and statutory authorities are notified of the incident

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice principles of aquatic rescues	- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer <i>Guidelines</i> and <i>Code of Conduct</i> policies developed by the peak bodies responsible for lifesaving, such as The Royal Life Saving Society Australia and Surf Life Saving Australia - national organisation regulations and guidelines - relevant national, state/territory or local government regulations and guidelines - employer organisation's policies and procedures - the culture of lifesaving - current and past good practice demonstrated by self or peers in the same or similar situation
Basic water rescue techniques	would be performed by an individual and may include - non-swimming rescues such as - reach rescue - rope throw rescue - rowing rescue - throw a flotation aid and - swimming rescues which may include - accompanied rescue - wade rescue - non-contact tow - contact tow
Characteristics of a person in difficulty	will vary according to their situation but may include - calling for help - vertical body position - minimal or non-supportive leg action - vigorous arm movements - head tilted up and back, face turned to safety or help
Factors that may contribute to minor aquatic emergencies which may require basic water rescues	may include - swimming ability - environmental conditions such as - deep water - shallow water - river currents - surf - strong wind - risk taking behaviour - consumption of alcohol or use of illegal drugs

	condition of casualty
First aid techniques and standards	may include - treatment for shock, choking or bleeding - Danger, Response, Airway, Breathing, Circulation routine - Australian Resuscitation Council resuscitation standards - first aid benchmark competency standards
Minor aquatic emergencies	may include - bee sting - gutter grabbers - minor bleeding - swimmer in difficulty - injured swimmer - unexpected submersion
People involved	- casualty - bystanders - rescuers - staff
Rescue equipment	- reaching aids - ropes - flotation aids
Rescue plan	the rescue plan considers the following factors - self-preservation - awareness of personal capabilities - available assistance - selection of rescue aids - nature of the area - condition of person in difficulty - priorities of rescue

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of responding to an aquatic emergency using basic water rescue techniques in the work environment • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ identify the factors that contribute to an aquatic emergency ○ correctly identify and evaluate an aquatic emergency requiring basic water rescues ○ determine and implement a basic water rescue plan which minimises risk to self and other bystanders ○ assess the condition of the casualty and apply appropriate first aid treatment in line with approved first aid treatment techniques and standards and ○ accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation requirements
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRCAQU007A Respond to an aquatic emergency using advanced water rescue techniques ○ SRCAQU009A Instruct water familiarisation, buoyancy and mobility skills
Required knowledge and skills	• Required knowledge ○ Factors contributing to minor aquatic emergencies ○ Characteristics of a person in difficulty ○ Knowledge of potential dangers in a range of aquatic environments ○ First aid techniques and standards ○ Water rescue equipment ○ Principles of basic water rescues ○ Knowledge of relevant equipment and safety requirements, including occupational health and safety and legislative requirements • Required skills ○ Skills and techniques required to perform basic water rescues ○ Ability to identify factors leading to minor aquatic emergencies ○ Monitoring/observation skills to identify aquatic emergencies requiring basic water rescues ○ Assessment and treatment of casualties according to approved first aid techniques and standards ○ Fitness and strength level to perform basic water rescues appropriate to the learner's work environment
Resource implications	• Physical resources - assessment of this competency requires access to

	○ a swimming pool/aquatic environment and rescue equipment ○ suitable participants ○ rules, policies and regulations of relevant peak bodies and/or employer organisations • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	1	-	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRCAQU007A	RESPOND TO AN AQUATIC EMERGENCY USING ADVANCED WATER RESCUE TECHNIQUES
AQU	Aquatics

DESCRIPTION: This unit covers the skills and knowledge to identify and evaluate a major aquatic emergency and perform an advanced water rescue. These situations will usually involve a team response.

ELEMENT	PERFORMANCE CRITERIA
1 Identify and evaluate a major aquatic emergency	1.1 The factors that contribute to major aquatic emergencies are identified 1.2 Initial assessment is communicated to appropriate personnel in accordance with accepted best practice principles of aquatic rescues 1.3 An appropriate emergency response for the situation and the people involved is identified
2 Response to a major aquatic emergency is implemented	2.1 Person/s in difficulty are supported as quickly as possible 2.2 Strategies for group control are implemented 2.3 Clients, staff and other individuals are removed from danger 2.4 Involvement of other individuals is determined 2.5 Emergency systems are activated
3 Apply the principles of an advanced water rescue	3.1 The factors involved in conducting an advanced water rescue are assessed and a rescue plan is formulated 3.2 The rescue plan considers self - preservation and the safety of bystanders 3.3 The type of rescue required and rescue equipment needed are determined 3.4 Hazards are identified and appropriate action taken to prevent further injury to the casualty 3.5 An advanced water rescue is performed in accordance with accepted best practice principles of aquatic rescues
4 Assess the casualty and take an appropriate course of action	4.1 The condition of the casualty is observed and described 4.2 Vital signs and symptoms of shock are assessed in accordance with accepted first aid procedures 4.3 Appropriate first aid for the casualty's condition is identified and explained 4.4 Treatment appropriate to the casualty's condition is provided in line with approved first aid techniques and standards
5 Organise further emergency care as required	5.1 Contact is made with emergency services as soon as possible 5.2 Information provided is accurate in order to obtain the required assistance from emergency services 5.3 Casualty is monitored or further treatment arranged until emergency response team assumes responsibility
6 Record and report the incident	6.1 A record of the incident and action taken is completed using appropriate forms and in line with legislative, regulatory and organisational requirements 6.2 Appropriate other personnel and statutory authorities are notified of the incident

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted best practice principles of aquatic rescues	- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer <i>Guidelines</i> or <i>Code of Conduct</i> policies developed by the peak bodies responsible for lifesaving, such as The Royal Life Saving Society Australia and Surf Life Saving Australia - national organisation regulations and guidelines - relevant national, state/territory or local government regulations and guidelines - employer organisation's policies and procedures - the culture of lifesaving - current and past good practice demonstrated by self or peers in the same or similar situation
Advanced water rescue	is generally performed in a team situation and may include use of - non-contact tow - contact tow - vice grip - extended arm rollover - spineboard - spinal immobilisation collar - water search procedures - deep water resuscitation
Characteristics of a person in difficulty	will vary according to the situation but may include - calling for help - vertical body position - diagonal body position - minimal or non-supportive leg action - vigorous arm movements - head tilted up and back, face turned to safety or help - submerged
Factors that may contribute to major aquatic emergencies	may include - swimming ability - environmental conditions such as - deep water - shallow water - river currents - surf - strong wind - risk taking behaviour

	• consumption of alcohol or use of illegal drugs • number and condition of victims
First aid techniques and standards	may include • treatment for shock, choking or bleeding • Danger, Response, Airway, Breathing, Circulation routine • application of a spinal immobilisation collar • Australian Resuscitation Council resuscitation standards • first aid benchmark competency standards
Major aquatic emergencies	any life threatening condition which may include • envenomation • sudden unconsciousness • spinal injured person • drowning • heart attack • severe bleeding • multiple victims • epileptic seizures • severe asthma attacks
People involved	• casualty • bystanders • rescuers • staff
Rescue equipment	• reaching aids • ropes • flotation aids • flippers • rescue tube • spineboard • spinal immobilisation collar • rescue board • oxygen resuscitation equipment
Rescue plan	the rescue plan considers the following factors • self-preservation • awareness of personal capabilities • available assistance • selection of rescue aids • nature of the area • number of people in difficulty • priorities of rescue

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of responding to an aquatic emergency using advanced rescue techniques in the work environment - Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learner's environment - In particular, assessment must confirm the ability to - identify the factors that contribute to an aquatic emergency using advanced rescue techniques - correctly identify and evaluate an aquatic emergency using advanced rescue techniques - develop and implement an appropriate emergency response for the situation and the people involved, minimising risk to self and other bystanders - respond as part of a team to a major aquatic emergency which involves more than one casualty - determine type of rescue technique/s required, select the appropriate rescue equipment and carry out the rescue according to accepted industry best practice principles of aquatic rescues - assess casualty's condition and apply appropriate first aid treatment in line with approved first aid treatment techniques and standards - organise further emergency care as required - accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation requirements
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SRCAQU003A Respond to an aquatic emergency using basic water rescue techniques
Required knowledge and skills	- Required knowledge - Factors contributing to major aquatic emergencies - Appropriate responses to major aquatic emergencies - Characteristics of a person in difficulty - Advanced first aid techniques and standards - Types of water rescue equipment for advanced water rescues - Principles of advanced water rescues - Knowledge of relevant equipment and safety requirements, including occupational health and safety legislative requirements - Roles of lifeguards and other personnel during major aquatic emergencies - Required skills - Skills and techniques required to perform advanced water rescues including the use of equipment such as rescue tube, spineboard, spinal immobilisation collar and rescue board - Ability to identify factors leading to major aquatic emergencies

	○ Communication skills to signal other personnel, activate emergency systems and provide information to relevant others ○ Ability to organise and delegate tasks to implement an aquatic emergency response plan as part of a team ○ Assessment and treatment of casualties according to approved first aid techniques and standards including the use of oxygen resuscitation equipment ○ Procedures for communicating with emergency services ○ Fitness and strength level to perform advanced water rescues appropriate to the learner's work environment which may be demonstrated by completing a 50m swim and 50m tow in less than 3 minutes and 15 seconds
Resource implications	• Physical resources - assessment of this competency requires access to ○ a swimming pool/aquatic environment and advanced water rescue equipment ○ suitable participants ○ rules, policies and regulations of relevant peak bodies and/or employer organisations • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if ?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	1	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

ARCHERY

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SROARC001A	CONDUCT AN ARCHERY SESSION
ARC	Archery

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to plan and conduct a non-instructional target archery session. It does not cover field or clout archery.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for an archery session	1.1 Assess skill level, experience and physical capabilities of the group 1.2 Establish attainable group objectives 1.3 Identify an appropriate archery location after consideration of statutory and organisational procedures , and contextual issues relating to archery 1.4 Obtain and interpret weather information for likely local conditions during the session 1.5 Obtain permission/permits for access (where necessary) 1.6 Ensure correct staff/client ratios are not exceeded 1.7 Determine requirements for the group taking into account contextual issues 1.8 Assess and minimise/eliminate hazards (where possible) whilst forming a risk management plan 1.9 Ensure the requirements of the archery session meets the needs of the group
2 Select appropriate equipment for the group	2.1 Select and pack equipment (where applicable) after consideration of contextual issues and check to ensure that it is in good working order 2.2 Check and pack safety equipment
3 Brief clients	3.1 Communicate logistical details to clients 3.2 Brief group of standard safety procedures 3.3 Demonstrate correct posture and techniques for firing arrows using a bow and the removal of arrows from the ground and targets 3.4 Establish verbal and non-verbal communication systems for use during the session and ensure that the clients understand the system(s)
4 Maintain physical welfare of the group	4.1 Ensure all clients are properly dressed for archery and the conditions 4.2 Monitor individual client's performance and needs 4.3 Evaluate archery techniques and conditions 4.4 Monitor weather conditions 4.5 Evaluate implications of weather signs on archery plans 4.6 Implement appropriate modifications to trip in regard to all variable factors that are monitored 4.7 Control the group to maintain a safe enjoyable atmosphere 4.8 Apply risk management plan
5 Establish effective communication	5.1 Provide clear and concise direction and advice to group during the session 5.2 Encourage feedback and questioning from group members 5.3 Recognise and resolve conflict situations 5.4 Provide positive encouragement and empathy
6 Conduct an archery session safely	6.1 Instruct clients regarding safety rules before equipment is issued 6.2 Identify potential hazards 6.3 Provide clear and concise guidance to the group on how to avoid the hazard

	6.4 Manage the group to maintain the highest possible level of safety 6.5 Respond accordingly to any emergency or non-routine situation
7 Conduct the session in a professional manner	7.1 Avoid contentious issues in general conversation 7.2 Use positive words throughout the session to refer to clients and avoid using negative or disparaging words 7.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
8 Complete post-session responsibilities	8.1 Notify relevant authority of session completion 8.2 Retrieve, inspect, repair and store (or retire) equipment according to procedures 8.3 Evaluate, including client feedback, all aspects of session organisation and conduct 8.4 Suggest modifications (if needed)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Bow	[one category] • recurve bow • bare bow • long bow • compound bow
Communication	[two categories] • verbal • hand signals • whistle signals
Contextual issues	[all categories] • weather conditions (particularly wind conditions) • hours of available daylight • other nearby users • environmental impact • type of bows used • ability/competence of archers • objectives of the group
Equipment	[all categories] • bows • strings • arrows • quivers • stands • targets • finger tab/shooting glove • arm guards
Evaluate	[all categories] • original aims and objectives • client satisfaction • suitability and safety of facilities and equipment • content, structure and processes of the activity • personal and group objectives • personal performance

Good working order	[all categories] • bows ○ free from stress marks and cracks ○ strung to their recommended string lengths • strings ○ free from signs of abrasion and wear (particularly under the nocking point) • arrows ○ free from faulty flights or nocks
Group	[all categories or mixture of any categories] • experienced • inexperienced • adults • children • school or youth groups, tourists, club members and general public • variety of ethnic groups • clients with special needs
Hazards	[all categories] • archers approaching targets before completion of shooting • nocked arrows pointing in directions other than towards the target • strong winds • other pedestrians/other nearby users • incorrect posture/technique when removing arrows from the ground/target • loose clothing, jewellery/long hair
Location	[one category] • outdoor site • indoor facility
Needs	[all categories] • physical • emotional • psychological • individual • group • individual within group
Requirements	[all categories] • food and water • appropriate personal clothing
Statutory and organisational procedures	[all categories] • includes

	○ authority/permission from landowners or facility managers ○ documented operating procedures and organisation/enterprise policies

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of an archery session for clients using a particular facility or location in the workplace • Assessment of performance should be over a minimum of three (3) separate sessions with different client groups, covering all prescribed categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ different client needs ○ different session aims ○ different types of client groups
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities ○ SROODR005A Guide outdoor recreation sessions ○ SRXRIK001A Undertake risk analysis of activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required skills and knowledge	• Required knowledge ○ Duty of Care requirements when dealing with clients ○ Relevant Occupational Health and Safety Legislation pertaining to the conduct of archery and care of clients ○ Organisation's policy and procedures for planning and conducting an archery session for clients ○ Archery specific Codes of Practice and guidelines to ensure session is conducted according to these practices and guidelines ○ Site/facility requirements to ensure an archery session for clients is conducted appropriately ○ Activity aims and client goals in order to ensure the archery session is conducted in a manner that will fulfil both ○ Group dynamics with respect to stages of group formation ○ Leadership styles in order to adjust presentation according to dynamics of the group ○ Decision making and conflict resolution strategies for dealing with group and individual situations ○ Sources of information on client needs and expectations in order to effectively plan an archery session for clients ○ Factors affecting group and individual needs to ensure this information is included in planning for an archery session for clients ○ Reasons for client participation in a recreation activity to ensure this information is included in planning for an archery session for clients ○ Health and other reasons affecting ability to participate in archery ○ Risk analysis processes in order to evaluate the risk of an archery

	- session - Archery specific knowledge - Required skills - Archery specific skills to instil confidence in the group - Organisational skills to coordinate resources necessary for an archery session - Questioning skills in order to 'fine tune' the archery session to meet client needs
Resource implications	- Physical resources - assessment of this unit of competency requires access to - a range of archery equipment - bows - strings - arrows - targets - stands - quivers - finger/arm guards - a suitable archery venue (may be indoor or outdoor) - a variety of client groups - first aid equipment - emergency communication equipment (where required) - appropriate documentation and resources normally used in the workplace - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit (i.e., SROARC001A) - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the diverse range of potential clients, this unit of competency must be assessed over a minimum of three (3) separate sessions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to conducting an archery session for clients
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of conducting an archery session with a range of real clients. The environment should be safe and free from complicated or non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any

	evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information -Collecting information required to plan archery for clients • Communicating ideas and information - Briefing clients on safe and responsible behaviour during archery • Planning and organising activities - Planning all resources required to undertake archery • Working with teams and others - Working with other staff members to facilitate archery • Using mathematical ideas and techniques - Counting amount of equipment (eg. arrows) before, during and after activity • Solving problems - Dealing with clients with differing experiences/skills • Using technology - Explaining dynamics and materials used in bows and arrows Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BOATING OPERATIONS

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MEM50.10EA	RESPOND TO BOATING EMERGENCIES AND INCIDENTS
BOP	Boating operations

DESCRIPTION: This unit covers the competencies to deal with boating emergencies and incidents including the use of safety equipment and the provision of assistance to others in distress.

This unit was developed by the National Marine Safety Committee (NMSC).

ELEMENT	PERFORMANCE CRITERIA
1 Use safety equipment	1.1 Nature, type, location, accessibility and serviceability of safety equipment is known and understood by all personnel on board 1.2 Briefing of personnel is conducted before departure 1.3 Safety equipment is used in a manner appropriate to the emergency or incident 1.4 Safety equipment is used for the purpose for which it was designed
2 Raise alarms	2.1 Nature of emergency is identified 2.2 Alarm is communicated to on-board personnel 2.3 Recognised distress signals are used to indicate need of assistance
3 Deal with on-board emergency	3.1 On board personnel are informed of actions required to deal with the emergency 3.2 Procedures are implemented to combat emergency and protect persons on board 3.3 Position is identified, recorded and communicated 3.4 Injured persons are provided with assistance 3.5 Communication with rescuers is maintained 3.6 Preparation for abandoning the boat is undertaken, if required 3.7 Cessation of emergency is communicated to appropriate personnel
4 Assist others in distress	4.1 Distress signals from others are recognised 4.2 Nature of assistance required is identified 4.3 Capability to safely assist or relay emergency is determined taking into account own safety and physical proximity to the emergency incident 4.4 Appropriate response to the emergency is prepared for and implemented 4.5 Cessation of emergency incident is communicated to appropriate personnel

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Emergencies	may include • fire (smoke or heat) • collision • grounding • man overboard • person retrieval from water • capsize • swamping • sinking • motor breakdown or malfunction (electrical/mechanical) • fouled propeller • anchoring • flooding • lost • injuries/illnesses • hypothermia • lack of fuel • contaminated fuel
Distress signals	may include • pyrotechnic distress flares • flags • radio • hand signals • dye marker • international Code Signal of Distress • sound signals (including voice) • EPIRB • V-sheet • reflective mirror • light signals • mobile phone
Preparing for abandoning	includes • brief on-board personnel • drinking water • donning of life jackets • identifying location of vessel • communicating to rescuers of actions taken or to be taken • readiness of life raft/rings • activate EPIRB • identification and collection of emergency equipment, provisions and clothing

	• deployment of anchor and sea anchor
Briefing information	may include • vessel operation • personnel assessment such as swimming skills, boating knowledge, medication and dietary requirements • location and use of safety equipment • emergency procedures • abandoning procedures
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence	- Assessment must confirm sufficient knowledge to deal with boating emergencies and incidents including the use of safety equipment and the provision of assistance to others in distress - Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment - In particular, assessment must confirm the ability to - demonstrate nature of emergency is communicated accurately to on-board personnel, potential rescuers and/or marine authorities - safety equipment is deployed to suit the nature of the emergency
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Range of safety equipment - Types of boating emergency incidents and situations - Common emergency actions - Boating legislation, regulations and rules - Required skills - Correct use of safety equipment - Communication - Leadership skills - Delegation skills - First Aid
Resource implications	- Physical resource - assessment of this competency requires access to - safety equipment - appropriate documentation and resources normally used in the workplace - Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in	Competence in this unit must be assessed over a period of time in order to

performance	ensure consistency of performance over the Range Statements and contexts applicable to the work environment Competence in this unit may be assessed over time in a range of boating contexts
Context for assessment	- This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons - Competence in this unit may be assessed in an actual or simulated boating context

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

MEM50.8EA	CARRY OUT TRIP PREPARATION AND PLANNING
BOP	Boating operations

DESCRIPTION: This unit covers the competencies to undertake the required steps to plan and prepare for a safe boating trip.

This unit was developed by the National Marine Safety Committee (NMSC).

ELEMENT	PERFORMANCE CRITERIA
1 Maintain the boat and safety equipment	1.1 Boat is <i>maintained/serviced</i> on a regular basis 1.2 Safety equipment complies with relevant legislation 1.3 Safety equipment is serviceable, accessible, its location identified and securely and appropriately stowed
2 Maintain mooring and berthing apparatus	2.1 <i>Mooring and berthing</i> apparatus is <i>maintained/serviced</i> on a regular basis 2.2 <i>Mooring</i> apparatus is appropriate to the vessel and location
3 Plan trip	3.1 <i>Weather conditions</i> , vessel and personnel are checked for suitability for planned trip 3.2 Trip <i>activity plan</i> takes into account <i>area and type of operation</i> and emergency contact 3.3 Adequate <i>provisions</i> , including fuel, for trip are carried 3.4 Trip details are communicated to an appropriate person 3.5 <i>Check</i> is made to ensure the number of passengers does not exceed boat design limitations and/or legislative requirements 3.6 <i>Check</i> is made to ensure equipment, stores and personal items are securely stowed and do not adversely affect the boat's stability 3.7 Appropriate person is informed of safe return from the activity

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Maintenance/service of the motor	may include but is not limited to - oil levels and mix - belts - spark plugs - regular running and flushing of motor including manual starting - raw water intake filters - fuel lines, fillers and tanks - hoses - compliance with program maintenance - electrical wiring - dead man's switch - steerage, propeller and shaft condition
Safety equipment	may include - lifejackets - bailers - dinghy/life-raft - paddles/oars - bilge pump - bucket and line - first Aid kit - fire extinguisher - distress signalling equipment - marine radio - waterproof torch - charts - anchor/sea anchor - lifebuoy - compass - sound signal - drinking water - towing harness - isolating switches - tow rope - local emergency procedures book - sounding equipment - EPIRB - GPS - divers flag - suitable clothing - emergency steering - alternative means of propulsion
Weather and	wind

conditions	• latest weather and conditions information • sources of weather information • tides (flood and ebb tides) • rips and bars • wave height • visibility • day/night
Area of operation	may include • hazards • local knowledge, rules and protocols • events • emergency response • access and exit points • safe havens • launching ramps • destination port
Trip activity	may include • adequate fuel for distance to be travelled • way points • suitability of boat for the activity • radio use and frequency • call signs • trip intention forms • description of boat • registration number • trip departure and return time • area and nature of operation
Persons to advise	may include • family member • neighbour(s) • water police • recognised marine rescue services • local police • relative • organisation • club • harbour master • note in car, if appropriate • coastal radio stations
Provisions	may include • water • food • ice • sun protection • wet weather gear • first aid kit

	• personal medication for all passengers • batteries • gas • adequate emergency fuel (reserve) and a method of fuel transfer
Mooring and berth maintenance	may include • appropriateness of mooring/berthing • regularity of checks • services by recognised contractor • serviceable mooring and berthing lines • fenders • anchors and other ground tackle
Activity details to be communicated	may include • vessel description and photo • number of people in boat • departure/arrival times • types of radios • must advise trip conclusion • shore contact details • trailer registration number • fuel capacity and usage
Pre-start check	may include • fuel is connected • battery is charged and connected • kill switch • fumes, petrol • fuel and water leaks • open hatches/windows/doors • ventilation • sea-cock opening • secure loose gear • turn on marine radio • checking bilge water levels • navigation lights • raising radio aerials
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised

	• qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence	• Assessment must confirm sufficient knowledge to undertake the required steps to plan and prepare for a safe boating trip • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • In particular, assessment must confirm the ability to ◦ regularly maintain and service the boat and pre-departure check completed to ensure readiness for the planned activity ◦ plan the trip details and communicate them to an appropriate person
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ◦ Nil • This unit must be assessed in conjunction with the following unit(s) ◦ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ◦ Nil
Required knowledge and skills	• Required knowledge ◦ Weather information ◦ Vessel maintenance and service schedule requirements ◦ Capabilities of boat ◦ Safety equipment required on board boat ◦ Safety procedures ◦ Marine legislation, regulations and rules ◦ Area of activity ◦ Legislative requirements regarding the use of safety equipment • Required skills ◦ Interpret weather forecasts
Resource implications	• Physical resources - assessment of this competency requires access to ◦ safety equipment ◦ appropriate documentation and resources normally used in the workplace • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ◦ be competent in this unit ◦ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ◦ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in	• Competence in this unit must be assessed over a period of time in order to

performance	ensure consistency of performance over the Range Statements and contexts applicable to the work environment Competence in this unit may be assessed over time in a range of boating contexts
Context for assessment	- This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons - Competence in this unit may be assessed in an actual or simulated boating context

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

MEM50.9AA	SAFELY OPERATE A MECHANICALLY POWERED RECREATIONAL BOAT
BOP	Boating operations

DESCRIPTION: This unit covers the competencies to safely handle/operate a powered recreational boat on coastal and inland waters.

This unit was developed by the National Marine Safety Committee (NMSC).

ELEMENT	PERFORMANCE CRITERIA
1 Manoeuvre and handle boat	1.1 A pre-start check is undertaken 1.2 Motor is prepared and started 1.3 Boat is manoeuvred safely according to conditions and in accordance with water traffic regulations 1.4 Performance of the boat and personnel is monitored at all times 1.5 Impact of boat use on others and the environment is considered 1.6 Safety equipment is used, stowed and if required, worn in accordance with legislation and recognised regulations and rules
2 Navigate safely	2.1 Aids to small craft navigation are identified 2.2 Collision avoidance techniques are applied when required in accordance with relevant legislation , recognised regulations and rules 2.3 Operation of the boat is carried out at all times in accordance with relevant legislation , recognised regulations and rules 2.4 Navigational aids and landmarks are used to determine and monitor boat position 2.5 Hazards and conditions are taken into account in navigating the boat
3 Anchor the boat	3.1 Anchorage site is selected in accordance with prevailing and forecast conditions and in accordance with legislation 3.2 Type of anchor used is suitable for location 3.3 Anchor is lowered, set and monitored according to prevailing conditions 3.4 Anchor is retrieved and securely stowed

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Manoeuvring conditions	may include • from or to a ramp, pontoon, wharf, mooring, anchor • confined areas ○ narrow channels ○ marinas ○ moorings ○ obstructions • sea-states ○ bars ○ waves ○ rips ○ high seas ○ tidal surges ○ choppy conditions • low speed/high speed • wakes • poor visibility • effect of wind • large vessels
Safe manoeuvring	may include • steer straight line • astern • figure-eight • right of way • port-starboard • throttle control • emergency stop • trim and stability of vessel • towing or being towed • berthing • standing-on/stemming the tide • retrieval of person overboard
Monitoring	may include • cooling system • bilge, portholes and hatches • location and welfare of persons on board • oil, fuel and water • radio • position of boat • other water users • battery and electrical systems

	• ventilation
Hazards and conditions	may include • weather • set and drift • effect of wind, tides and currents • submerged objects • other boats/wash • restricted waters • crossing bars
Types of anchors	may include • danforth • grapnel/reef • bruce • plough • admiralty • sea anchor • sacra
Anchoring systems	may include • multiple anchors • bow and stern anchors • mooring buoy
Aids to small craft navigation	may include • IALA Buoyage System "A" • charts • compasses • GPS • sounder • tide Tables • passage plan • marine references • notices to mariners • radio navigational warnings
Impact of boat use on others and the environment	may include • noise • wake • safety of others • disturbance or injury to wildlife • disposal of waste • effects of detergent • anti-foul • disposal of bilge water • fuelling arrangements

Legislation, procedures and rules	may relate to • collision regulations such as ○ navigating in narrow channels ○ giving way to other vessels ○ overtaking ○ proper lookout ○ sound signals, lights and shapes ○ responsibilities and duty of care ○ use of buoyage system ○ speed ○ recognition of lights and markers ○ rules of road ○ recognition of operation areas ○ specific activity rules, eg, PWC's, water skis ○ equipment requirements ○ accident/incident reporting • marine regulations such as ○ safety regulations ○ licensing and registration ○ speed limit restrictions ○ distance off requirements ○ port limits/rules ○ marine incident reporting ○ carrying capacity ○ alcohol limits ○ age of operators • environmental and wildlife regulations ○ relevant and applicable State/Territory rules as they apply to the operations of boats
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence	- Assessment must confirm sufficient knowledge to safely handle/operate a powered recreational boat on coastal and inland waters - Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment - In particular, assessment must confirm the ability to - demonstrate operations and anchoring of the boat is conducted safely at all times and in accordance with relevant legislation, regulations and rules
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Boating and other relevant legislation, rules and regulations - Area of activity hazards and prevailing conditions - Boating information resources - Legislative requirements regarding the use of safety equipment - Environmental awareness - Required skills - Nil
Resource implications	- Physical resources - assessment of this competency requires access to - appropriate documentation and resources normally used in the workplace - Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment - Competence in this unit may be assessed over time in a range of boating

	contexts
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons • Competence in this unit may be assessed in an actual or simulated boating context

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP201A	COMPLY WITH ORGANISATIONAL AND LEGISLATIVE REQUIREMENTS
BOP	Boating operations

DESCRIPTION: This unit involves maintaining all records, including statutory requirements and ensuring that operations for which the individual has responsibility comply with legislative requirements including anti-pollution and other environmental legislation.

ELEMENT	PERFORMANCE CRITERIA
1 Maintain operational records	1.1 Records are clear, concise and accurate 1.2 Record convention and format complies with legislative and organisational requirements 1.3 Level of detail is sufficient to meet the objectives of keeping the record 1.4 Corrections to records are undertaken in such a manner as to maintain their validity 1.5 Procedures for security and confidentiality are always maintained 1.6 Information technology back up procedure follows good operating practices 1.7 Records and reports are distributed to the required authority at appropriate times and places 1.8 Duration and method of storage complies with statutory and enterprise requirements
2 Undertake work according to organisational legislative requirements	2.1 Procedures for monitoring operations and maintenance are followed according to legislative requirements 2.2 Checks and inspections are made regularly to equipment and to the area of direct responsibility according to enterprise procedures 2.3 Situations leading to potential non-compliance are promptly and fully identified 2.4 Remedial action is timely and designed to ensure compliance with legislative requirements 2.5 Advice given to others on the legitimacy of operations is accurate and is given at the appropriate time 2.6 Failure of personnel to comply with procedures is identified and reported according to enterprise procedures

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Legislative requirements	- the International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) - fuelling and bunkering - environmental legislation/regulations - occupational health and safety standards - taxation - workers compensation - anti-discrimination - fisheries licensing - marine safety regulations - fire appliances - life saving appliances - musters and drills - automatic pilot and testing of steering gear - distress signals and prevention of collision - codes of safe working practice - general duties - protective clothing and equipment - guarding of machinery - means of access - entry into dangerous spaces - hatches and lifting equipment - safe movement on board a vessel - navigational equipment - pilot ladders and hoists - regulations on vessel construction and closing of openings.
Records	for personal production and maintenance covering own areas of responsibility during duty periods as required by - legislation - enterprise procedures - line management - good practice kept by - computer - manual methods - recording devices for recording - routine activities - unusual or hazardous occurrences

	incidents affecting the safe prosecution and concerns of the voyage
Operations	- navigation - fishing - cargo - engineering - maintenance - drills - port operations - towage - sub-sea - contingency response services - catering procedures
Responsibility	- covering the areas for which the job holder is directly responsible - offering advice to others - actions of crew - actions of contractors - use and maintenance of equipment
Advice	- given on request - given on own instigation
The sport and recreation industry	- covers industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers - high levels of part time and casual employment - irregular working hours - relatively few professional positions - workforce employed mostly in operational positions - mainly small business or self-employed personnel - slow to take up technology - over 2/3 of the sport and recreation industry have no formal/recognised qualifications - significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to maintain all records, including statutory requirements and ensuring that operations for which the individual has responsibility comply with legislation requirements • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ◦ maintain and secure a range of records as detailed in the Range Statements, in particular produce records, distribute records, store and secure records, maintain procedures and routines, deal with possible non-compliance, advise others, identify problems and remedial action to be taken, and ensure others comply with regulations • Knowledge of how to gain access to ◦ enterprise procedures ◦ International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) regulations
Interdependent assessment of units	• This unit must be assessed after attainment of the following unit(s) ◦ Nil • This unit must be assessed in conjunction with the following unit(s) ◦ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ◦ Nil
Required knowledge and skills	• Required knowledge ◦ Use of computers for record keeping ◦ Use of recording instruments and charts ◦ Entitlement or authorisations to view records ◦ Importance of maintaining accurate records ◦ Personal and corporate penalties for non-compliance ◦ Organisational procedures for dealing with non-compliance ◦ Content of relevant regulations to a level sufficient to carry out watch keeping and maintenance duties ◦ A general understanding of other legislation pertaining to the operation of the vessel ◦ What can and cannot be discharged at sea ◦ Procedures for monitoring and disposal of pollutants at sea and by other methods • Required skills ◦ Maintaining clear and accurate records ◦ Literacy skills used for ▪ reading regulations and procedures ▪ making records ◦ Numeracy skills use for ▪ making records
Resources implications	• Physical resources - assessment of this competency requires access to ◦ the workplace or in a simulated workplace environment ◦ examples of applicable regulations • Human resources — assessment of this unit of competency will require

	human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Contexts for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	2	1	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP202A	CONTRIBUTE TO SAFE NAVIGATION
BOP	Boating operations

DESCRIPTION: This unit involves assisting the officer of the watch safely navigate the vessel or conducting a watch in sole charge of a vessel.

ELEMENT	PERFORMANCE CRITERIA
1 Contribute to monitoring and controlling a navigational watch	1.1 Information required for the exchange of a watch is complete, accurate and relevant to both the personnel and the existing circumstances 1.2 Hand over and relief of the watch conforms to accepted principles and procedures 1.3 Watch information/instructions that are unclear or ambiguous are always clarified 1.4 Lights, shapes and sound signals displayed or given conform with the requirements contained in the International Regulations for Preventing Collisions at Sea and to instructions received 1.5 Lookout is maintained at all times in such a manner as to conform to accepted principles and procedures 1.6 Reports and exchanges of navigational information are clear and concise and in line with accepted principles and procedures 1.7 Traffic, the vessel, weather watch keeping and hazards are monitored with a frequency and intensity conforming to accepted principles and procedures 1.8 Frequency and degree of performance checks to navigational equipment complies with principles and procedures, and skipper's and owner's requirements 1.9 Advice or clarification is sought immediately whenever in doubt and from the appropriate people
2 Manoeuvre the vessel when contributing to the efficient running of the watch	2.1 Manoeuvres are made so as to safely progress the planned voyage and comply fully with instructions received 2.2 Engine control systems are operated to progress the planned passage and are designed to complement helm movements 2.3 Course is steered steadily within acceptable limits with respect to the area of navigation and the existing sea state 2.4 Course alterations are smooth and controlled with minimal over shoot 2.5 Communication is clear, concise and acknowledged at all times according to accepted principles and procedures 2.6 Steering modes are changed according to operating instructions, area, wind and sea state and according to marine notices and accepted principles and procedures 2.7 Vessel steering systems remain within safe operating limits during normal manoeuvres

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Information	obtained from • colleagues • watch keeper • skipper
Watch	routines to be maintained when in charge of the bridge watch • during the day • at night • in narrow waters • in coastal waters • in severe weather conditions • in poor visibility • during pilotage or at anchor
Principles and procedures	as itemised in • International Maritime Organisation 'Basic principles to be observed in keeping a navigational watch' • bridge procedures guide • enterprise procedures and standing orders • routines to be maintained when watch keeping
Hazards	with respect to • vessel position • weather and sea state • traffic and other obstructions • status of equipment and systems • bar and sea entrance crossings
Monitored	using • sight • RADAR • sound • echo sounder
Manoeuvres	may involve • stopping • going astern

	• crew overboard
Engine control systems	• steering systems • throttle • gear box
Sea state	• calm • rough • in a current • tidal conditions
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to assist the officer of the watch safely navigate the vessel or conducting a watch in sole charge of a vessel • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ perform basic navigation, monitoring and control to ensure the safety of a vessel when keeping a watch ○ hand over and take over a navigational watch ○ display manoeuvring signals ○ maintain a look out ○ inform appropriate authority ○ delay the need for a navigational response if in doubt ○ identify hazards ○ seek advice when required • Knowledge of ○ negotiating buoyage in narrow waters ○ negotiating traffic
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ principles and procedures relating to ▪ basic meteorology sufficient to recognise imminent change in the weather and assist in reading meteorological instruments ▪ identification of sources of information ▪ responsibilities of a look out ▪ nautical terminology and the methods of reporting ▪ operation of RADAR equipment ▪ echo sounding equipment ▪ knowledge of ▪ classes of and responsibilities between vessels ▪ give way and stand on rules ▪ International Rules for Preventing Collisions at Sea (COLREG), 1972 ▪ sound signals ▪ distress signals ▪ buoyage and navigation mark lights

	▪ buoyage and navigation mark sound signals and top marks sufficient for them to be recognised ▪ procedures relating to ▪ emergency steering systems ▪ bridge control failure ▪ use of operational controls on an auto pilot ▪ bridge communications ▪ occasions when convention is to seek assistance ▪ assessing the risk of collision by sight and RADAR ▪ use of helm and engines ▪ emergency manoeuvres ▪ information relating to ▪ International Regulations for Preventing Collisions at Sea (COLREG), 1972 ▪ bridge procedures guides ▪ enterprise procedures ▪ International Maritime Organisation operational guidance for officers in charge of a navigational watch • Required skills ○ Maintaining a watch keeping routine ▪ during the day ▪ in narrow waters ▪ in coastal waters ▪ in ocean areas ▪ in severe weather conditions ▪ in poor visibility ▪ pilotage ▪ at anchor ○ Monitoring ▪ traffic by RADAR, aural and visual means ▪ sea state ▪ navigation marks and hazards ▪ depth ▪ safety of the vessel and personnel ▪ condition of vessel and personnel ▪ weather ▪ meteorological instruments ▪ meteorological updates ▪ communications equipment ○ Using steering systems ▪ primary ▪ back up and emergency systems ▪ hand steering ▪ auto pilots including change over procedures and operation of system controls for optimum performance ▪ using engine control systems ○ Manoeuvring to ▪ maintain a steady course ▪ offer timely and obvious responses to potential collision ▪ steer a vessel under pilotage ▪ berthing ▪ crossing bars and narrow entrances. ○ Literacy skills used for ▪ identifying buoyage and navigational marks from a chart ▪ reading meteorological information and instruments
Resources	• Physical resources - assessment of this competency requires access to

Implications	○ operational vessel with the range of equipment described above ○ facilities for negotiating buoyage systems and traffic ○ the workplace or in a simulated workplace environment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Contexts for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	1	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP203A	MAINTAIN THE SAFETY AND SECURITY OF THE VESSEL
BOP	Boating operations

DESCRIPTION: This unit involves securing the vessel when at anchor, moored and berthed and contributing to continued security at all times.

ELEMENT	PERFORMANCE CRITERIA
1 Secure the vessel at anchor	1.1 Operations are carried out according to established safety rules and regulations 1.2 Preparations and the positioning of the anchor and equipment prior to letting go is appropriate with respect to depth of water, weather and sea conditions, and tidal range in area of operation 1.3 Quantity of anchor cable run out or recovered complies with orders provided 1.4 Control of the cable is maintained within safe operating limits of the equipment during normal operation 1.5 Degree to which the anchor and equipment is secured on completion of anchoring operations is appropriate to anticipated conditions and complies with orders provided 1.6 Anchor winch operation conforms to manufacturer's recommendations and anchoring requirements 1.7 Anchoring area is kept free of loose ropes, wires and debris throughout all operations
2 Secure and adjust the vessel's position during mooring operations	2.1 Operations are carried out according to established safety rules and regulations 2.2 Mooring lines and associated equipment are handled safely and efficiently at all times 2.3 Mooring area is kept free of loose ropes, wires and debris throughout all operations 2.4 Tension on mooring lines is maintained at a level appropriate to the stage and nature of the operation when warping the vessel or maintaining position 2.5 Sufficient personnel are made available or sought to ensure the safety and efficiency of all aspects of the mooring operation 2.6 Reports of incidents made to supervisory personnel are complete and at a time designed to maximise the mooring security of the vessel 2.7 Mooring lines are secured in accordance with projected vessel operations, tidal conditions or orders provided 2.8 Equipment malfunction or problems during operations are promptly recognised and appropriate corrective action is taken 2.9 Communication is clear and concise at all times
3 Monitor the situation of the vessel when moored	3.1 Operations are planned and carried out in accordance with established safety rules and regulations 3.2 Frequency, timing and coverage of scheduled checks and inspections comply with watch keeping instructions 3.3 Action taken in the event of irregularities or abnormal conditions is appropriate to their significance and within the job holder's responsibility to implement 3.4 Reports of incidents made to supervisory personnel are complete and at a time designed to maximise the safety and integrity of the vessel 3.5 Personnel sufficient for monitoring the situation are made available or sought to ensure the safety and efficiency of all operations 3.6 Limitations and restrictions on access to the vessel by visitors are in accordance with watch keeping instructions

4 Secure the vessel for and at sea	4.1 Operations are planned and carried out in accordance with established safety rules and regulations 4.2 Coverage and frequency of checks and inspections on the vessel's seaworthiness complies with orders received 4.3 Degree to which the vessel is secured is commensurate with anticipated conditions and complies with orders received 4.4 Powered equipment is operated in accordance with manufacturer's instructions and safety rules and regulations 4.5 Action taken in the event of irregularities is appropriate to their significance and within the job holder's responsibility to implement 4.6 Reports of conditions made to supervisory personnel are complete, accurate and completed in accordance with safety rules and regulations 4.7 Reports on irregularities beyond the job holder's ability to rectify are made in time to enable remedial action to be taken

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Operations	• manual handling of equipment • driving powered winches • communication and signalling • anchoring operations ○ routine ○ emergency ○ letting go and recovery • mooring operations ○ mooring and unmooring to a single point ○ berthing and unberthing to a wharf ○ adjustment from both forward and aft mooring positions ○ rigging and recovering means of access to the vessel • monitoring operations ○ routine fire and security rounds and inspections ○ display of signals, flags, lights and shapes ○ mooring integrity during tidal movements ○ safe access to and about the vessel ○ visitors to the vessel ○ environmental impact ○ departure • securing operations ○ prior to departure ○ completion of operations and maintenance ○ heavy weather ○ routine situations
Safety rules and regulations	codes of safe working practice • industry • enterprise • legislation
Mooring	• single point • berthed along side a wharf
Corrective action	• adjustment • temporary line repair • communication
Carried out	• by day • by night
Irregularities or abnormal conditions	affecting the safety and integrity of • vessel

	• the crew • equipment • materials, for example cargo
Secured	items include • openings • lifting appliances and associated equipment • stores and equipment • material, for example cargo • large objects likely to move in a sea way
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to securing the vessel when at anchor, moored and berthed and contributing to continued security at all times • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ secure the vessel when at anchor, moored and berthed ○ contribute to ensuring continued security at all times ○ perform checks and transfer fluids in routine and emergency situations • Ability to ○ prepare anchor equipment for operation ○ control anchor equipment during operation ○ secure anchoring equipment on completion of operations ○ progress mooring operations to completion ○ securing mooring area on completion of operations ○ identify malfunction or possible problems and the implementation of contingency plans ○ perform routing checks and inspections of vessel ▪ security ▪ seaworthiness ○ secure the vessel ○ deal with security contingencies ○ report on conditions ○ monitor and control access • Knowledge of ○ safety rules and regulations during operation ○ procedures for entering dangerous spaces
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP202A Contribute to safe navigation
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ procedures relating to ▪ routing and emergency operation of anchors ▪ use of deck machinery ▪ preparing deck machinery for use in ambient conditions ▪ adjusting mooring lines when berthed alongside a wharf

	▪ effect of the rise and fall of tide when berthed ▪ warping a vessel to various configurations at a wharf ▪ maintaining a deck watch in port ▪ display of signals, flags, lights and shapes ▪ operation of powered equipment in all modes including emergency operation ▪ checking and inspecting the seaworthiness of the vessel ○ Principles relating to ▪ how vessel displacement or profile and prevailing wind or current affect anchoring operations ▪ how a vessel normally lies to an anchor and cable ▪ mooring systems including the specific functions of the mooring leads ▪ effects of unequal tension on mooring lines and the use of fixed mooring lines ▪ mooring efficiency ○ Information relating to ▪ codes of safe working practice and safety rules and regulations ▪ anchor cable markings ▪ different types of anchor ▪ anchor, cable and equipment on a specific vessel ▪ characteristics of different types of mooring ropes ▪ hazards that could occur if the operation is not controlled properly ▪ indications of and hazards associated with breaking mooring lines ▪ requirements for access equipment ▪ means of access and regulations ▪ pilot ladders and hoist regulations ▪ securing the vessel for sea ▪ tides and tidal streams ▪ status of safety equipment ▪ status of vessel engines and the effect on vessel security ▪ construction of the vessel sufficient to understand which areas need to be made watertight ▪ the method of operation of cargo lifting and securing equipment ▪ how to make the vessel watertight • Required skills ○ The essential skills a person needs to perform work to the required standard include ○ Letting go and weighing anchor ▪ single and twin anchor (such as a running moor) operations ▪ recovering a foul hawse ▪ removing debris from an anchor ○ Handling of anchor securing arrangements ○ Display of signals ○ Use of anchor buoy ○ Communications with controller ○ Securing of anchor and equipment for ▪ sea passage ▪ transit in port or ready for use ○ Using and identifying synthetic rope and wire mooring lines ▪ forward and aft springs ▪ back springs ▪ bow and stern ropes ▪ breast lines ○ Different types of mooring operations

	▪ making fast and letting go fore and aft to a wharf ▪ making fast and letting go to a single point mooring ▪ preparing area for operation ▪ using springs that manoeuvre a vessel to and from a wharf ▪ adjusting mooring during a port stay ▪ rigging safe access to a vessel ○ Contingency actions to take when encountering a malfunction or problem ▪ failure of moorings and equipment ▪ damage to moorings ▪ insufficiency of mooring length or strength ▪ poor leads ▪ inability to maintain vessel in position ▪ caused by weather ▪ caused by cargo or cargo securing arrangements ○ Handling ropes and wires ▪ identifying different rope construction ▪ identifying the material that is used in rope construction ▪ attachment to bitts, bollards and other mooring equipment ▪ use of hitches and securing arrangements ▪ use of stoppers ▪ using deck machinery ▪ signalling to winch drivers ○ Using different anchoring and mooring winches ▪ tension winches operated in manual or self tensioning modes ▪ stand alone winches, windlasses and capstans with drum ends ○ Perform routine fire, flooding and security rounds and inspections ○ Rig and monitor signals, flags, lights and shapes ○ Use power operated equipment ▪ cranes, derricks ▪ winches associated with fishing ▪ anchoring and mooring winches ▪ weather deck and between deck hatches ▪ bow and stern doors ○ Secure large objects such as ▪ containers ▪ machinery spares ▪ large pieces of vessel equipment, such as gangways, spare fishing gear, anchors ▪ cargo ○ Use securing arrangements such as ▪ lashing ▪ impounding ▪ patent securing arrangements ○ Routines such as ▪ sounding vessel tank and void space contents ▪ checking bilge levels ▪ checking cargo and equipment security ▪ checking cargo condition, for example, catch temperature ○ Literacy skills used for ▪ reading safety rules and regulations ○ Numeracy skills used for ▪ reading levels of tanks and void spaces ▪ reading temperature monitoring devices ▪ estimating safe working loads of rope and wire

Resources implications	- Physical resources - assessment of this competency requires access to - the workplace or in a simulated workplace environment - fully operational vessel with a range of anchoring, mooring and berthing arrangements available - a range of devices requiring security - Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP204A	MAINTAIN MARINE VESSELS AND EQUIPMENT
BOP	Boating operations

DESCRIPTION: This unit involves maintaining marine vessels and equipment, including wires, ropes, watertight fittings and safety equipment (life saving and fire fighting), using basic mechanical skills, and applying paint work and protective coatings.

ELEMENT	PERFORMANCE CRITERIA
1 Plan maintenance	1.1 Maintenance requirements are defined by reference to the type of service required by specification 1.2 Maintenance activities are planned according to technical, legislative and procedural specifications 1.3 Activities are negotiated with internal agencies to complete the work requirements to schedule while minimising down time and disruption to production or work schedules
2 Carry out work to maintain and restore hull fabric and fittings	2.1 Condition after repair, adaptation, service or replacement of vessel component and/or equipment is to specification and government inspection requirements 2.2 Variances to condition against specification are reported accurately and promptly according to enterprise procedures 2.3 Indicators of contingencies and problems are identified and corrective action is instituted and negotiated with appropriate authority according to enterprise procedures 2.4 Maintenance documentation is accurate and complete, filed and/or dispatched to appropriate person in accordance with enterprise requirements 2.5 Variations to facilities and resources that are required to complete maintenance schedule are identified, rectified and reported in accordance with enterprise requirements 2.6 Work practices, techniques and systems comply with specification and government requirements

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Maintenance	- planned, for example, survey or preventative - breakdown - unplanned or reactive - periodic, for example, slipping and docking - continuous, for example, washing a vessel down at the completion of a trip
Type	- cleaning - lubrication - replacement or repair of components - preparation for, and application of, protective coatings - external and internal watertight skin fittings - repair of fittings - deck and internal - rope work and wire work - routine tests, checks and inspections
Internal agencies	- enterprise - crew
Vessel component/equipment	- hull materials of steel, timber, aluminium or fibreglass or glass reinforced plastic (GRP) - paint work and protective coatings - watertight fittings and sealing arrangements - external and internal watertight skin fittings - collision bulkheads - pumping systems - pumping arrangements - deck machinery - winches, hydraulic and electric - lifting plant components - flexible steel wire rope and synthetic fibre rope - life saving and fire fighting appliances
Specification and government inspection requirements	as defined by the - maintenance plan - manufacturer - regulatory requirements - vessel design
The sport and recreation industry	- covers industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations

	• large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to maintain marine vessels and equipment • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ perform general vessel maintenance ○ maintain wires, ropes, watertight fittings and safety equipment (life saving and fire fighting) ○ apply basic mechanical skills, paint work and protective coatings • Ability to ○ identify component tasks ○ plan the execution of component tasks ○ communicate with other personnel and departments affected by maintenance ○ identify and report product at variance from specification with routine checks, tests and inspections ○ complete maintenance to specification within and outside the planned maintenance schedule ○ maintain documentation • Knowledge of ○ planned maintenance ○ hazards associated with the maintenance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ areas of responsibility of personnel the maintenance will affect ▪ construction and method of operation of the various watertight fittings and sealing arrangements ▪ component tasks necessary to complete all forms of maintenance across the range ▪ relevant sections of codes of safe working practice ▪ requirements for tests and inspections ▪ particular hazards associated with the maintenance being undertaken, for example, entering enclosed spaces, or applying chemicals ▪ machinery isolation procedures ▪ overhaul procedures

- Required skills
 - The essential skills a person needs to perform work to the required standard include
 - Applying coatings
 - brush
 - roller
 - air spray
 - airless spray
 - Preparing the surface
 - shot blasting
 - mechanical scaling
 - hand scaling
 - Lubricating
 - oils and greases for moving parts
 - protection from the environment to lubrication schedules
 - Carrying out rope work and wire work
 - repair of running and standing rigging
 - mooring ropes
 - gant lines and safety lines
 - access equipment
 - slings, nets and other lifting equipment
 - knotting, splicing, seizing, whipping
 - Conducting tests, checks and inspections
 - statutory and organisational requirements
 - rectification of minor faults found
 - maintenance in excess of recommended minimum frequency
 - as required by safety of life at sea convention
 - Using packing and jointing
 - re-packing a valve on a work bench or in situ
 - jointing of all sizes of pipe work on board the vessel
 - packing on hatches
 - water tight doors
 - access covers to tanks
 - vent and fan flaps
 - items that maintain water tight integrity
 - Operating, using, caring and storing electrically or pneumatically operated power tools safely
 - pistol drills
 - rotary grinders
 - mechanical scaling equipment
 - high pressure equipment
 - Operating and using hand tools safely
 - spanner/wrench
 - files
 - hacksaws including blade replacement
 - chisels and nut splitters
 - screw drivers, pliers, tin snips
 - bell punches, packing knives and packing extractors
 - scrapers and other abrasive materials
 - wood working tools
 - Adopting safe working practices
 - protective clothing
 - guarding machinery isolation
 - entry into enclosed space
 - Literacy skills used for
 - reading and using maintenance schedules
 - reading and following safety rules and regulations
 - from marine safety authorities
 - industry or enterprise codes of safe working practice

	▪ from manufacturer's material safety data sheets
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ working vessel with a range of maintenance requirements ○ workshop containing a range of vessel components that require maintenance ○ complete range of tools and facilities listed to complete the maintenance ○ maintenance schedules • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP205A	MAINTAIN MARINE PLANT
BOP	Boating operations

DESCRIPTION: This unit involves routinely maintaining, restoring and repairing mechanical plant on board a vessel according to maintenance plans and instructions or as a result of an unacceptable or unscheduled variation. This unit also covers actions required to maintain a vessel in survey.

ELEMENT	PERFORMANCE CRITERIA
1 Comply with requirements for survey	1.1 Complete inventory survey documentation is maintained and accessible to appropriate authorities 1.2 Applications for renewal of and extensions to certification are timely and ensure continuous validity 1.3 State of survey items and equipment (with respect to certificate conditions) reflect continuing effective programs of tests, check and maintenance 1.4 Arrangements made for survey are timely and comply with organisational and issuing authority requirements 1.5 Survey certification reflects adherence to procedures where validity may be affected by damage, alterations or additions to the vessel or equipment
2 Determine the sequence of work required to restore and maintain mechanical plant	2.1 Defined work sequence is according to the overall maintenance plan specification 2.2 Maintenance activities are correctly planned according to technical, legislative and procedural specifications 2.3 Sequence and scope of the planned work is complete and within the requirements of agreed time scales 2.4 Activities are negotiated with internal agencies to complete the work requirements to schedule, minimise downtime and reduce disruption to production schedules 2.5 Anticipation of restrictions and variances to work schedules are realistic and made at appropriate times 2.6 Action planned leads to the restoration of plant by the most suitable method consistent with available resources
3 Prepare work area and resources for engineering maintenance	3.1 Equipment and materials selected are safe, serviceable and of the correct type and quantity required to carry out the tasks 3.2 Restrictions and variances to resources are accurately identified, promptly recorded and reported according to relevant legislative and enterprise requirements 3.3 Material and equipment are safely handled, stored and secured according to relevant legislative and enterprise requirements 3.4 Work area, machinery and equipment are confirmed as safe for work to proceed and comply with relevant environmental, legislative and enterprise requirements 3.5 Work area is accessible and free from obstruction for receiving and storing materials and resources needed for the work to proceed 3.6 Specifications, plans, materials and equipment appropriate to the task are available at the enterprise according to schedule
4 Service and maintain mechanical systems to schedule	4.1 Maintenance is carried out according to established safety rules and regulations 4.2 Sequence and scope of work conforms to routine maintenance and servicing plans and schedules 4.3 Equipment and components are correctly cleaned and prepared for the required inspection or maintenance to be carried out

	4.4 Variance from plans and schedules is agreed prior to continuing 4.5 Settings are accurate and complete to specification 4.6 Static checks and tests are completed satisfactorily to statutory regulations and technical requirements 4.7 Work practices and techniques ensure completion of activity to specification, within an acceptable time frame
5 Rectify unacceptable or unscheduled variation to mechanical plant	5.1 Maintenance is planned and carried out in accordance with established safety rules and regulations 5.2 Procedures and equipment for dismantling and reassembly conform to technical specification and agreed work plan 5.3 Dismantled parts are safely and correctly stored, handled and cleaned 5.4 Appropriate method for restoring equipment or systems is selected, taking identified operational and physical constraints into account 5.5 Defective parts are repaired economically and to defined standards using correct engineering practices 5.6 Replacement parts meet system and equipment manufacturer's specifications 5.7 Product and components are restored to specification within the agreed time schedules and quality requirements 5.8 Static checks and tests are correctly completed to statutory regulations and technical requirements

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Specification	• master schedule • breakdown procedures • planned maintenance • unplanned maintenance
Requirements	• preparation of the work area • preparation of resources • preparation of the plant • carrying out and completing restoration or maintenance
Restrictions and variances	caused by • other maintenance • operational requirements • resources
Maintenance	of marine mechanical plant and systems including • propulsion plant • auxiliary machinery • service systems, LPG and fire hose including associated pipe work and fittings techniques for scheduled maintenance and servicing including • replacement of consumables • minor adjustments • replacement of faulty components • operational changeovers survey requirements • steering gear check • fire extinguisher, water based techniques for restoration including • repair • recondition • replace • dismantle • construct • fabricate

	insulate
Prepare	and select - resources - materials - tools - equipment - documentation - emergency services and equipment the work area including - access - lighting - atmosphere - lifting plant - machinery - isolation - machinery preparation - provision of alternative services by ensuring the serviceability of - equipment - tool - machinery
Legislative and enterprise requirements	- marine safety regulations - code of safe working practices - protective clothing and equipment - guarding of machinery - safe movement on board ship - hatches and lifting plant
Safe	by recognition of hazards to - personnel - plant - environment
Service and maintain	- scheduled checks - tests measurements and inspections - replacement of consumables - minor adjustments - replacement of lifted components
Variance	- methods and techniques - consumables - components
Settings	torques

	• tension • clearances • adjustable control inputs and outputs
Technical specifications	• statutory requirements • manufacturer's plans and drawings • manufacturer's manuals • supervisor's instructions
Constraints	• equipment design • equipment position • safety requirements • availability of spares • operational requirements for the equipment • economical restraints
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to routinely maintain, restore and repair mechanical plant on board a vessel according to maintenance plans and instructions • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ plan and carry out maintenance and repairs to mechanical plant onboard a vessel to ensure that the vessel remains operational and in survey ▪ check completeness and validity of documentation ▪ ensure maintenance of survey items and arrangements for survey ▪ identify requirements from schedule ▪ plan activities to meet requirements ▪ identify restrictions to maintenance ▪ correctly choose and handle equipment and materials ▪ prepare the work area and resources ▪ carry out pre commissioning tests and inspection • Knowledge of ○ efficiency of various methods ○ safe procedures ○ alternative work activities
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes to some depth due to its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ maintenance objectives, priorities vessel and company maintenance plans ▪ legislation relating to work methods and occupational health and safety ▪ acceptable work rates and time scales ▪ how proposed preparation will affect other personnel, equipment and departments ▪ function of the component/system to be maintained and the affect it has on related components/systems ▪ principles and methods relating to ▪ establishing a safe working environment ▪ use of resources during maintenance ▪ quality assurance and control

	▪ communicating with personnel on status of work ▪ information relating to ▪ work objectives ▪ acceptable types of work methods ▪ how particular maintenance activities will affect other personnel, equipment or departments ▪ current methods of preparation ▪ actors which may cause preparations to be disrupted and contingency measure to deal with them ▪ anticipated time scales ▪ systems for monitoring effectiveness of work ▪ survey requirements ▪ compliance with procedures relating to survey and validation of certification including seeking extension ▪ sources of information on detailed survey and certification requirement ▪ company procedures for survey and validation of certification including seeking extension • Required skills ○ The essential skills a person needs to perform work to the required standard include ○ Preparing and carrying out maintenance on mechanical plant and systems incorporating pipe work and all mechanical components including ▪ prime movers and associated systems ▪ hydraulic systems ▪ compressed air systems ▪ refrigerant systems ▪ lubrication systems ▪ fuel systems ▪ water systems ▪ flammable gas systems ▪ deck machinery ▪ safety equipment and fixed system ○ Preparing and carrying out maintenance on marine engineering systems including ▪ mechanical equipment and systems ▪ electrical generation transmission systems ▪ electronic equipment ▪ control and instrumentation ○ Literacy skills used for ▪ reading manufacturers' technical information ▪ reading and recording operating parameters ▪ reading and producing reports for company and authorities ▪ reading statutory regulations
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ operational machinery and equipment ○ service equipment and maintenance instructions ○ operation procedures and policies ○ safety equipment ○ spares and consumables ○ maintenance tools and equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment

	Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP206A	OPERATE A SMALL VESSEL
BOP	Boating operations

DESCRIPTION: This unit involves preparing, operating, maintaining, storing and securing small vessels within range of ready assistance and isolated from heavy boating traffic and navigational hazards. The operation is restricted to the basic use, manoeuvring and loading of the vessel, but not the interaction of the vessel with boat traffic or other hazards.

To assume control of an outboard powered dinghy, competence must be demonstrated in the unit SFISHIP207A Operate and maintain outboard motors.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare the small vessel for use	1.1 Planned work activities accord with enterprise policies and procedures 1.2 Factors that may compromise vessel safety are identified and addressed in the work plan and the operation of the vessel 1.3 All essential safety equipment and spares required for area of operation and intended work are checked for presence and serviceability 1.4 Vessel is loaded in accordance with manufacturer's specifications and enterprise procedures
2 Operate and maintain a small vessel	2.1 Vessel stability is maintained within safety limits by establishing a low centre of gravity and securing and stowing loads 2.2 Vessel is operated at all times according to government requirements and enterprise procedures and in area of operation confined to limits of restricted area 2.3 Vessel is manoeuvred safely using appropriate means to complete planned work tasks
3 Store and secure a small vessel and equipment	3.1 Vessel is secured, maintained and stored after use according to enterprise procedures 3.2 Perishables and fuels are stored to minimise wastage, spoilage, environmental and fire hazards 3.3 Unserviceable equipment and spares are repaired or removed for repair or replacement according to enterprise procedures

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Factors	• sea condition ○ wave height ○ chop ○ effect of current direction on wave height • visibility ○ fog ○ rain ○ low light conditions • operational limits • navigational hazards • fire
Work plan	• ability to make safe havens ○ mother ship ○ shore ○ alternative sources of propulsion • ability to remove water from the vessel by ○ bailing ○ bilge pump ○ removing the drainage plug while planing • ability to use alternative steering
Safety equipment and spares	• communications equipment • bailing or bilge pumping arrangements • fire extinguishers • personal floatation devices • alternative sources of propulsion and steering • anchoring devices • bilge removal systems • distress signalling devices ○ flares, flags, emergency position indicating radio beacon (EPIRB), other methods • water • tools and spare parts • torch and batteries
Loads	• distribution and securing procedures • passengers • catch • cargo ○ fishing gear ○ diving equipment ○ oyster farm equipment ○ aquaculture nets and gear ○ stock feed

	○ monitoring equipment
Government requirements	• relevant local, state/territory and Commonwealth legislation, regulations and orders
Limits	• distance from supervision • distance from safe haven • operational limits • speed limits • sectors • proximity to dangers • range of fuel tank
Manoeuvred	• using outboard motor • using oars • alternative steering
Tasks	• berthing • unberthing • anchoring, sea anchoring • reversing • manoeuvring in confined areas or heavy seas • towing • approaching a beach or landing • recovering person overboard
Maintained	by controlling • corrosion • hull fractures and fatigue • hull damage • cleanliness
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge involved in preparing, operating, maintaining, storing and securing small vessels within a range of ready assistance and isolated from heavy boating traffic and navigational hazards - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - manoeuvre, load, and operate a small vessel - manoeuvre a small vessel while engaged in common tasks - ensure the vessel remains within operational limits - Knowledge of - effect of overloading and poor stability practices - effect of sea state on vessel performance - pre-operational checks of propulsion system, dinghy and safety equipment
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SFISHIP212A Take emergency action on board a vessel - This unit must be assessed in conjunction with the following unit(s) - SFISHIP207A Operate and maintain outboard motors - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - The required knowledge identified for this unit goes into more depth due to its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies - The essential knowledge and understanding a person needs to perform work to the required standard includes - vessel loading specifications and the location of this information - effect of load distribution on centre of gravity - impact of wind and current on sea conditions and the effect on dinghies - effect of a shift in cargo on stability - Required skills - The essential skills a person needs to perform work to the required standard include - making an adequate stability assessment prior to loading - minimising free surface effect - manoeuvring small vessels using a range of propulsion techniques - sea survival, fire fighting and first aid techniques - Literacy skills used for - reading manufacturer's operational and loading specification and the use by date of flares - reading manufacturer's period of validity of pyrotechnics
Resource implications	Physical resources - assessment of this competency requires access to

	○ the workplace or in a simulated workplace environment ○ fully operational vessel powered by an outboard motor • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate person

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP207A	OPERATE AND MAINTAIN OUTBOARD MOTORS
BOP	Boating operations

DESCRIPTION: This unit involves operating and maintaining outboard motors and diagnosing and rectifying basic faults when in isolated situations.

ELEMENT	PERFORMANCE CRITERIA
1 Operate outboard motors	1.1 Pre-start checks are performed on the motor 1.2 Outboard motors are started and stopped according to the engine manufacturer's instructions 1.3 Outboard motor controls are used to manoeuvre a dinghy both ahead and astern, and port and starboard 1.4 Outboard motor cooling systems are checked for operation according to manufacturer's recommendations 1.5 Trim and tilt mechanisms are operated according to manufacturer's instructions
2 Maintain outboard motors	2.1 Fuel filters are changed and fuel quality is maintained according to manufacturer's instructions 2.2 Electrical systems are maintained to ensure reliable electrical supply to the outboard motor 2.3 Sea water is flushed from the internal and external parts of the outboard motor using the appropriate tools and fresh water, keeping water away from sensitive equipment 2.4 Engine and gearbox oil is checked and changed and lubrication is applied according to manufacturer's instructions 2.5 Engine mounting gear is secured and checked as necessary
3 Identify and rectify basic outdoor motor faults	3.1 Operating difficulties caused by fuel-related factors are identified and rectified where possible according to trouble shooting guides and manufacturer's instructions 3.2 Electrical faults are identified and rectified according to trouble shooting guides and manufacturer's instructions 3.3 Outboard engines that were immersed are serviced according to manufacturer's instructions 3.4 Outboard motor propulsion faults are identified and rectified according to manufacturer's instructions

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Pre-start checks	• amount of fuel in the fuel tank • appropriate fuel • water depth • cooling water intake submerged • motor attachment points • fuel hose connected, full and free of constrictions • fuel tank depressurised
Started	• pull start • electric start
Controls	• remote throttle and gear levers • tiller • steering wheel • tilt and trim mechanisms
Checked	• cooling water circulation indicator • temperature gauge • temperature warning sound
Fuel quality	• by estimating fuel consumption at turning points • contamination • fuel/oil ratio • filter type and quality
Electrical systems	• batteries ◦ charge rate ◦ capacity • fuses • spark plugs
Propulsion faults	• bent or broken propeller • broken shear pin or drive spline • fouling • pitch
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment

	• irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge in operating and maintaining outboard motors and diagnosing and rectifying basic faults when in isolated situations • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • Assessment must confirm the ability ○ to operate and maintain outboard motors and be able to diagnose and rectify basic faults when in isolated situations • Ability to ○ start and stop an outboard motor ○ operate all controls on an outboard motor to propel a dinghy ahead and astern ○ perform basic maintenance on an outboard motor ○ store an outboard motor • Knowledge of ○ indicators of engine faults
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP206A Operate a small vessel ○ SFISHIP212A Take emergency action on board a vessel
Required knowledge	• Required knowledge ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ outboard motor fuel systems ▪ outboard motor cooling systems ▪ outboard motor lubrication systems ▪ battery connection ▪ trouble shooting ▪ International Convention for the Prevention of Pollution from Ships (MARPOL) requirements • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ checking, operating and maintaining an outboard motor that is used to propel a small vessel ○ Literacy skills used for ▪ reading trouble shooting charts ▪ reading manufacturers' instruction manuals ○ Numeracy skills used for ▪ calculating fuel to oil ratios or using tables to find and add correct volume of lubricating oil ▪ estimating fuel consumption and time at turning points
Resource implications	• Physical resources - assessment of this competency requires access to

	○ the workplace or in a simulated workplace environment ○ fully operational small vessel powered by an outboard motor ○ remote steering and controls • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP208A	OPERATE LOW POWERED DIESEL ENGINES
BOP	Boating operations

DESCRIPTION: This unit involves routinely operating low powered diesel engines within normal parameters.

ELEMENT	PERFORMANCE CRITERIA
1 Initiate start up and shut down operations of low powered diesel engines	1.1 Operations are planned and carried out according to established safety rules and regulations 1.2 Timing and degree of preparation of engine and systems is appropriate to the intended operation and complies with operating instructions 1.3 Sequence and timing of start up and shut down of engine and systems meets the requirements for safe and efficient operation 1.4 Engine parameters and instrument readings are maintained within defined levels during start up and shut down operations 1.5 Deviations from the norm are promptly identified, rectified and reported 1.6 Adjustments made achieve a safe and efficient operation and are within the role holder's responsibility 1.7 Sufficient notice of operations is given to enable other relevant personnel to carry out their responsibilities safely and efficiently 1.8 Inability to start up or shut down engine as required is reported promptly and accurately to an appropriate authority
2 Maintain output of low powered diesel engines	2.1 Operations are planned and carried out according to established safety rules and regulations 2.2 Engine is monitored according to schedules, operating parameters and instructions 2.3 Engine system condition is assessed accurately in light of information available from local/remote indicators and physical inspection 2.4 Engine output meets notified demand conditions throughout normal operation 2.5 Engine parameters are maintained within defined limits during normal running 2.6 Sequence and timing of adjustments to engine is that required for optimum safety and efficiency in achieving the desired condition
3 Respond to irregularities	3.1 Deviations from the norm are correctly identified, rectified and reported 3.2 Action taken in the event of irregularities, defects and damage is appropriate to their significance and optimises the safety and efficiency of operations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Operations	- start up and shut down of engine as a routine with the system functioning correctly - emergency shut down to minimise damage - operate under direct instruction for malfunctioning engine system - manual adjustment of controls to correct minor deviation - monitoring of remote operation - fuelling and lubrication requirements are met
Safety rules and regulations	- code of safe working practices - enterprise's occupational health and safety procedures
Engine	- diesel engines burning diesel oil or marine diesel oil - as the power source for the propulsion of the vessel - as the power source for an auxiliary system
Parameters	operating parameters are monitored and correctly interpreted - pressures - levels - flow - temperatures - speeds
Monitoring	- frequency - scope - timing - checks - tests - inspections - fuel requirements
Schedules	- parameters and instructions - manufacturers information - enterprise requirements - onboard management requirements
Action	to be taken in the event of irregularities includes: - informing authority - adjustment of engine and systems - appropriate investigative techniques and safety procedures - fuel and lubrication transfer contained and disposed meeting International Convention for the Prevention of Pollution from Ships (MARPOL)

	requirements
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to routinely operate low powered diesel engines within normal parameters • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ operate, start up and shut down low powered diesel engines and respond appropriately to irregularities • Assessment must also confirm ability to ○ ensure that preparations for the operations are complete ○ start up, shut down, monitor and operate engines in a safe manner ○ maintain steady running of the engine and comply with alarm acceptance procedures ○ carry out adjustment and regulation of engine ○ carry out alteration of output as required • Knowledge of ○ contingency actions to be taken ○ implementation of emergency response ○ process of seeking advice and informing management
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP210A Operate marine plant and systems ○ SFISHIP205A Maintain marine plant
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ information relating to ▪ engine and system operating instructions ▪ operating parameters and values ▪ alarm and emergency shut down parameter values ▪ different types of diesel engines and their variations likely to be encountered ▪ government requirements affecting operations and International Convention for the Prevention of Pollution from Ships (MARPOL) compliance ▪ method of operation of control systems ▪ procedures relating to ▪ sequence and timing of operations and adjustments ▪ response to alarms and emergencies affecting engines including contingency plans

	▪ fuel isolation procedures and likely hazards ▪ principles relating to ▪ operation of marine diesel engines sufficient to recognise malfunction, implement initial corrective action and seek advice ▪ engineering science to appreciate the reasons for the method of safe operations • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ operating high, medium and slow speed diesel engines including the associated systems ▪ fuel, such as diesel oil or marine diesel oil ▪ cooling ▪ lubrication ▪ purification, transfer and storage ▪ control ▪ starting and stopping ▪ battery power generation and use ▪ carrying out the start up from both warm and cold conditions to standby or full operating condition including pre- and post-start up checks ▪ carrying out emergency shut down and normal shut down for short and long term periods including checks and isolation to organisational requirements ▪ operating the engine in various modes including ▪ monitoring and setting restrictions on remote operation ▪ local manual operation ▪ emergency modes of operation ▪ monitoring aspects of the engine and system condition including ▪ pressure ▪ flows ▪ temperatures ▪ levels ▪ speeds ▪ vibrations ▪ expansion ▪ emissions ▪ abnormalities ▪ Literacy used for ▪ reading manufacturers' technical information ▪ reading and recording operating parameters ▪ reading and producing reports for enterprise and authorities ▪ reading statutory regulations ▪ Numeracy skills used for ▪ reading pressure, temperature levels
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ operational diesel engine and system ○ operating procedures and policies • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment

	Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	2	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP209A	OPERATE MARINE COMMUNICATIONS EQUIPMENT
BOP	Boating operations

DESCRIPTION: This unit involves using radiotelephony equipment, the global maritime distress and safety sub-systems (GMDSS) available for small commercial vessels, specifically digital selective calling (DSC), the emergency position indicating radio beacon (EPIRB) and the marine search and rescue system. This unit incorporates the competencies required for holding the 'Marine radio operators certificate of proficiency (MROCP)'.

ELEMENT	PERFORMANCE CRITERIA
1 Transmit and receive communications with radiotelephony equipment	1.1 Types of radio equipment are selected and used in accordance with their limitations and operational requirements 1.2 Radiotelephony procedures are used to transmit and receive various types of signal with different types of equipment 1.3 Regulations applicable to ship stations equipped with radiotelephony and digital selective calling (DSC) facilities are obeyed
2 Repair and maintain communications equipment	2.1 Fault finding procedures are used to identify and rectify defective radio equipment 2.2 Routine maintenance is carried out on radio equipment
3 Access search and rescue facilities	3.1 Access is made to the appropriate organisation for the provision of the required search and rescue services 3.2 Information required by the AUSREP (Australian ship reporting) system is supplied in the required format 3.3 Emergency position indicating radio beacons (EPIRBs) are deployed as required according to manufacturer's instructions and accepted search and rescue procedures

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Radio equipment	• radiotelephony equipment ○ medium frequency / high frequency equipment (MF/HF) ○ very high frequency equipment (VHF) • digital selective calling (DSC) equipment • emergency position indicating radio beacon (EPIRB) • single battery • two batteries connected in series, parallel or in combination of the two • aerials • electrical and radio cable connections • electrical fuses and their current carrying capacity
Limitations	• changes in transmission ability with time of day • line of sight • transmission power and geographic range • COSPAS-SARSAT availability
Procedures	• as contained in the current 'Marine Radio Operators Handbook for Small Craft' ○ fault finding ○ power supply ○ transceiver ○ antenna • DSC formats • general voice procedures and phonetic alphabet • safety, urgency, alarm and distress formats • silence periods • appropriate frequencies
Types of signal	• via COSPAS-SARSAT • straight line • via atmospheric layers • relayed between various organisations • general • public correspondence ○ stations accepting radiotelegrams and radiotelephone calls ○ ship to shore radiotelephone calls ○ on demand service ○ auto seaphone service ○ auto seaphone 999 service • safety • urgency • alarm and distress
Regulations	• arising from federal communications legislation ○ <i>Australian Communications Authority Act 1997</i> ○ <i>Radio communications Act 1992</i>

	○ <i>Telecommunications Act 1997</i> ○ <i>Telecommunications (Transitional Provisions and Consequential Amendments) Act 1997</i>
Organisations	• search and rescue coordination centre location and operator • state police forces • coast stations • limited coast stations • fishing organisations and cooperatives • private shore stations • volunteer coast guard stations
Services	• medical advice • AUSREP • search and rescue • public correspondence
Emergency position indicating radio beacons (EPIRBs)	• of the type ○ 406MHz ○ 121.5/243 MHz
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to use radiotelephony equipment, the global maritime distress and safety sub-systems available for small commercial vessels • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • Assessment must confirm the ability to ○ operate and maintain the full range of radio equipment found aboard small vessels to send and receive routine and emergency signals • Ability to ○ select frequencies appropriate for different types of signal transmission and reception ○ use transceiver controls ○ use message formats appropriate to general, safety, urgency, alarm and distress signals ○ operate MF/HF and VHF radio equipment to transmit and receive signals ○ test equipment and identify and rectify common faults occurring to radio equipment ○ perform routine maintenance on radio equipment ○ deploy EPIRBs correctly ○ take appropriate action on receipt of various signals ○ access all services available from the various organisations listed ○ transmit and decode messages with the phonetic alphabet, excluding the figure code • Knowledge of ○ services available from organisations and the methods of accessing emergency and communications services ○ authority to transmit and the circumstances of use of alarm and distress signals ○ regulatory requirements covering ▪ ship station license authority of skipper ▪ secrecy of communications ▪ false or deceptive distress or urgency signals ▪ unnecessary transmissions ▪ keeping a log ▪ avoiding interference ▪ ship station identification ▪ information to be made available to coast stations ▪ documentation to be kept on board ▪ language to be used during transmission
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil

Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due to its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ principles of signal transmission in order to avoid equipment limitations ▪ methods of communicating vessel position ▪ purpose for and monitoring of calling and working frequencies ▪ purpose of silence periods ▪ limitations on different types of radio equipment ▪ a basic understanding of the Australian marine search and rescue system ▪ hazards associated with radio transmission and the repair and maintenance of equipment • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ calling, replying and relaying procedure ▪ transmitting and decoding of the phonetic alphabet, excluding the figure code ▪ identifying different types of radio equipment ▪ measuring capacity of batteries and the specific gravity of the electrolyte ▪ measuring on and off load voltage ○ Literacy skills used for ▪ reading radio frequencies ▪ reading fuse capacity ○ Numeracy skills used for ▪ adjusting settings
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ fully operational radiotelephony equipment ○ digital selective calling equipment ○ equipment for assessing voice procedures ○ equipment for assessing ability to identify and rectify faults with radio equipment and power supply ○ EPIRBs ○ radio communication simulation • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and

	contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP210A	OPERATE MARINE PLANT AND SYSTEMS
BOP	Boating operations

DESCRIPTION: This unit involves routine starting up, running and shutting down of marine engineering plant and systems. This plant includes pumps, air and refrigeration compressors, fishing and cargo gear, electrical and hydraulic power generation and distribution plant and motors, steering gear and shafting associated with main propulsion system, reduction and power transfer gear associated with main propulsion and auxiliary systems.

ELEMENT	PERFORMANCE CRITERIA
1 Initiate start up and shut down operations to marine plant	1.1 Operations are planned and carried out according to established safety rules and regulations 1.2 Timing and degree of preparation of plant is appropriate to the intended operation and complies with operating instructions 1.3 Sequence and timing of start up or shut down of plant and systems are those required for safe and efficient operation 1.4 Plant parameters and instrument readings are maintained within defined levels during start up and shut down operations 1.5 Adjustments able to be made by the operator are identified and are executed to achieve a safe and efficient operation 1.6 Notice of operations is given to enable other relevant personnel to carry out their responsibilities safely and efficiently 1.7 Irregularities and malfunctions are promptly recognised and reported accurately to an appropriate person
2 Maintain output of marine plant	2.1 Operations are planned and carried out according to established safety rules and regulations 2.2 Plant is monitored according to operating instructions 2.3 Plant condition is assessed accurately in light of information available from local or remote indicators and physical inspection 2.4 Plant output consistently meets notified demand throughout normal operation 2.5 Plant parameters are maintained within defined limits during normal running 2.6 Sequence and timing of adjustments to plant is that required for optimum safety and efficiency in achieving a specified condition
3 Respond to irregularities	3.1 Irregularities, defects or damage are promptly recognised and the action taken maximises safety and is appropriate to the situation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Operations	• routine start up and shut down of plant • manual adjustment of controls to correct minor problems • monitoring of remote operation • action in the event of an emergency • meeting fuel requirements
Safety rules and regulations	• plant is operated according to ○ occupational health and safety regulations ○ statutory regulations ○ enterprise policy and procedures
Plant	• maintain output of ○ pumps ○ air and refrigeration compressors ○ fishing and cargo gear ○ electrical power generation and distribution plant and motors ○ hydraulic power generation and distribution plant and motors ○ steering gear and shafting associated with main propulsion system ○ reduction and power transfer gear associated with main propulsion and auxiliary systems
Operating instructions	• operating instructions are correctly interpreted and adhered to including ○ manufacturer's information ○ enterprise procedures ○ onboard management requirements ○ regulatory requirements are met
Parameters	• operating parameters are monitored and correctly interpreted ○ pressures ○ levels ○ flow ○ temperatures ○ speeds ○ fuel consumption rate
Action	• action to take in the event of an emergency ○ informing appropriate authority ○ adjustment of plant ○ shut down of plant
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations

	• large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Criteria aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to routine starting up, running and shutting down of marine engineering plant and systems • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ start up, run and shut down marine engineering plant and systems under normal operating conditions, and to identify deviations from normal performance or where conditions might require running plant and systems outside normal parameters
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP208A Operate low powered diesel engines ○ SFISHIP205A Maintain marine plant
Required knowledge and skills	• Required knowledge ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ○ Information relating to ▪ plant operating instructions ▪ operating parameter values ▪ alarm and emergency shut down parameter values ▪ regulations affecting operation (statutory and enterprise) ▪ the International Convention for the Prevention of Pollution from Ships (MARPOL) requirements ○ Procedures relating to ▪ sequence and timing of operations ▪ emergency shut down and procedures • Required skills ○ The essential skills a person needs to perform work to the required standard include ○ Operating and monitoring marine power systems including ▪ hydraulic ▪ electric ○ Operating pumping systems: ▪ bilge ▪ ballast ▪ fire ▪ cargo ▪ fuel ▪ fresh water ▪ pumps ▪ air and refrigeration compressors ○ Fishing and cargo gear ○ Electrical power generation and distribution plant and motors ○ Hydraulic power generation and distribution plant and motors

	○ Steering gear and shafting associated with main propulsion system ○ Reduction and power transfer gear associated with main propulsion and auxiliary systems ○ Carrying out start up from hot, warm and cold conditions, including pre and post start checks, setting up of distribution and supply systems ○ Carrying out the emergency and normal shut down including checks and isolation to organisational requirements ○ Literacy skills used for ▪ reading manufacturers technical information ▪ reading and recording operating parameters ▪ reading and producing reports for company and authorities ▪ reading statutory regulations. ○ Numeracy skills used for ▪ determining fuel, lubrication and water capacity and consumption rates
Resource implications	• Physical resources - assessment of competency requires access to ○ the workplace or in a simulated workplace environment ○ operational plant and systems described ○ service equipment and operating instructions ○ operating procedures and policies • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	2	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP211A	PREPARE FOR MAINTENANCE
BOP	Boating operations

DESCRIPTION: This unit involves preparing resources and the work area for maintenance using safe and environmentally sound methods.

ELEMENT	PERFORMANCE CRITERIA
1 Select and prepare resources	1.1 Materials are to quantity and type as stated in work instruction 1.2 Equipment selected is serviceable and of the type and quantity required to carry out the specific task 1.3 Machine and equipment preparation procedures are carried out according to government requirements and enterprise procedures 1.4 Restrictions and variances to resources are accurately identified and promptly reported according to government requirements and enterprise procedures 1.5 Material and equipment are handled, stored and secured according to government requirements and enterprise procedures
2 Identify and prepare the work area	2.1 Work area, machinery and equipment are confirmed as being safe for work to proceed and comply with relevant environmental, government and enterprise requirements 2.2 Work area is appropriate to the operational requirements of the work instruction 2.3 Work area is accessible and free from obstruction for receiving and storing materials and resources needed for the work to proceed 2.4 Specifications, containment strategies, plans, materials and equipment are available at the workplace according to schedule and enterprise requirements

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Preparation	• of required consumables • of required equipment and tools • of relevant documentation including ○ legislative requirements ○ storage requirements ○ hazard recognition ○ work specification ○ work schedule • of the work area prior to commencing work including ○ access ○ isolation ○ warnings and barriers ○ contingency equipment including containment devices
Government requirements and enterprise procedures	• relevant local, state/territory, Commonwealth legislation, regulations and orders • enterprise procedures, such as occupational health and safety policies and procedures
Resources	• necessary to progress the maintenance and deal with contingencies and emergencies
Work	• maintenance of ○ steel work, both cleaning and preparation for, and application of, protective coatings ○ wires and ropes ○ life saving and fire fighting appliances • lubrication of fittings and equipment • packing of glands • jointing of pipe work
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the

	activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to prepare resources and the work area for maintenance using safe and environmentally sound methods • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • Assessment must confirm the ability to ○ prepare resources and the work area to carry out maintenance on the vessel and its equipment • Ability to ○ prepare materials for work ○ prepare equipment for maintenance ○ prepare the equipment and/or area to be worked on to a suitable condition to commence maintenance ○ store resources and dismantled machinery and systems in the work area ○ prepare and collect reference material • Knowledge of ○ procedures to apply when resources vary from requirements ○ handling of resources
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ possible hazards likely to be encountered when preparing resources and the precautions necessary to minimise their effect ▪ ideal resources, their availability and acceptable alternatives ▪ hazards likely to be encountered when progressing maintenance and the resources necessary to minimise risk ▪ safety regulations and how they are applied on board vessels ▪ relevant sections of the code of safe working practice ▪ possible hazards associated with the work area ▪ possible hazards associated with equipment and machinery in the work area and the need to isolate systems ▪ familiarity with work place hazards including

	▪ the environment ▪ machinery and equipment in the area ▪ tools and maintenance equipment ▪ consumables ▪ knowledge of government requirements and enterprise safety at work rules and regulations including ▪ good vessel keeping practices ▪ marine safety regulations ▪ code of safe working practices ▪ protective clothing and equipment ▪ guarding of machinery ▪ safe movement on board ship ▪ entry into confined spaces ▪ lifting equipment • Required skills ○ The essential skills a person needs to perform work to the required standard include ○ Carrying out maintenance of ▪ steel work, both cleaning and preparation for, and application of, protective coatings ▪ wires and ropes ▪ life saving and fire fighting appliances ○ Lubricating ○ Packing ○ Jointing ○ Obtaining and preparing consumables for work including ▪ paints ▪ solvents ▪ cleaning fluids and chemicals ▪ oils ▪ greases ▪ life saving and fire fighting appliances spares ▪ packing materials ▪ jointing materials ○ Preparing equipment for work including ▪ airless and air spray painting equipment ▪ shot blasting equipment ▪ water and chemical washing equipment ▪ personal protection equipment ○ Preparing electrically or pneumatically operated power tools safely including ▪ pistol drills ▪ rotary grinders ▪ mechanical scaling equipment ▪ high pressure equipment ▪ selecting and preparing of hand tools including: ▪ spanners ▪ files ▪ hacksaws ▪ chisels and nut splitters ▪ screw drivers ▪ pliers ▪ tinsnips and guillotine ▪ wad punches ▪ packing knives and extractors ▪ scrapers and other abrasive materials ▪ woodworking tools ○ Preparing storage requirements for ▪ dismantled equipment and machinery necessary to progress work

	▪ tools, equipment and consumables during maintenance ▪ preparing documentation including ▪ simple manual preparation instructions ▪ personal protective advice ▪ stock control documents ▪ codes of practice ▪ work instructions ○ Preparing access and safety equipment including ▪ staging ▪ Bosuns' chairs ▪ scaffolding and ladders ▪ isolation of machinery, equipment and systems ▪ erection of hazard warnings, barriers and safety equipment ▪ positioning of contingency equipment ○ Literacy skills used for ▪ reading manufacturer's technical information ▪ reading and producing reports for company and authorities ▪ reading statutory regulations ○ Numeracy skills used for ▪ reading and recording operating parameters
Resource implications	• Physical resources - assessment of this competency requires access to ○ operational machinery and equipment ○ service equipment and maintenance instructions ○ operation procedures and policies ○ safety equipment ○ spares and consumables ○ maintenance tools and equipment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Contexts for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations",

	any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	2	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP212A	TAKE EMERGENCY ACTION ON BOARD A VESSEL
BOP	Boating operations

DESCRIPTION: This unit involves responding to operational emergencies on board a vessel, including fire and vessel abandonment. Response would normally be under direct supervision of a ticketed/licensed vessel operator.

ELEMENT	PERFORMANCE CRITERIA
1 Carry out emergency actions on board a vessel	1.1 Mustering and evacuation procedures are followed as per instructions and in accordance with vessel standing orders and emergency requirements 1.2 All survival equipment is immediately located and used/applied as per vessel emergency requirements and manufacturers instructions 1.3 Participation in emergency drills complies with requirements of vessel standing orders and skipper
2 Respond to an emergency on board a vessel	2.1 <i>Action</i> initially taken on becoming aware of an emergency conforms to the vessel's emergency procedures 2.2 Evacuation, emergency main and auxiliary shut down and isolation procedures are implemented promptly 2.3 Information given to assist internal and external emergency services is prompt, accurate, complete and clear 2.4 Alarm is raised promptly using the most appropriate alarm system available
3 Fight fires on board a vessel	3.1 Personal safety during fire fighting is maximised at all times 3.2 Clothing and equipment are appropriate to the overall requirements of the emergency 3.3 Timing and sequence of individual actions are appropriate to the overall requirements of the emergency and comply with instructions received 3.4 Appropriate fire fighting medium is applied according to manufacturer's instructions and/or enterprise procedures 3.5 Communications comply as closely as possible to recommended procedures as allowed by the circumstances
4 Maximise chances of survival at sea in the event of abandonment	4.1 Procedures on identifying muster or abandonment signals comply fully with vessel emergency requirements 4.2 Wearing of additional clothing and survival equipment complies with manufacturer's instructions and accepted codes of practice 4.3 Survival techniques used in the case of rapid abandonment make use of self reliance and initiative 4.4 Survival instructions from supervisory personnel are promptly and fully complied with 4.5 Preparations and launching of survival craft follow craft manufacturer's instructions 4.6 Survival positions adopted in water comply fully with those described in accepted codes of practice 4.7 Methods of boarding survival craft comply fully with those described in accepted codes of practice 4.8 Actions and management procedures taken on boarding survival craft maximise safety of self and others and comply with accepted codes of practice 4.9 Instructions from rescue personnel are fully complied with at all times

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Action	includes • emergency shut down and isolation of equipment and areas within the role holder's responsibility • notification to onboard personnel and external agencies • muster • preparation of gear in anticipation of a threat taken in conditions of • heavy weather or sea conditions • poor visibility
Aware	• on discovering an emergency • on sounding or hearing an alarm signal • or being informed of an emergency.
Emergencies	• fire • grounding • flooding • person over board • rescue and evacuation of injured or injured personnel • major mechanical damage • collision
Alarm system	• verbal • automatic detection • bell
Fire fighting	• attack and extinguish fire • control fire spread • monitoring stability and free surface effect when using water using • carbon dioxide, foam, dry chemical and water extinguishers • fire blankets • hoses and various nozzles for personal protection, extinguishing fire and boundary cooling • foam applicators • fixed systems • removal of fuel or heat source • boundary cooling techniques

Requirements	of fighting fires in • accommodation spaces • machinery spaces • on open decks • in cargo spaces
Survival	• personal sea survival • in various climates ○ tropical ○ temperate ○ sub-polar • initial actions prior to and immediately after boarding • long term actions after clearing distress.
Survival equipment	• life jackets • exposure suits • immersion suits
Codes of practice	• survival at sea manual
Launching	• davit and hand launched inflatable life rafts • dinghies
Boarding	• wet • dry • assisted • unassisted
Rescue personnel arriving from	• aircraft • helicopters • rescue craft
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to respond to operational emergencies on board a vessel • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • Assessment must confirm the ability to ○ deal with a range of emergencies encountered on board a small vessel, in particular, fire on board a vessel and the ability to maximise survival during abandonment • Ability to ○ respond to a range of emergencies in various circumstances which are likely to be encountered on a small vessel, including deployment of life raft ○ comply with procedures and contingency plans when ▪ discovering an emergency ▪ being informed of an emergency • Take action to ○ comply with muster procedures ○ rectify the situation within role holder's capability ○ raise the alarm ○ respond to emergency signals ○ minimise the chance of or deal with explosion • Knowledge of ○ actions that may harm other personnel
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ FPPAID2A Administer first aid procedures
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard include ▪ procedures for ▪ mustering and reporting ▪ emergency shut down and isolation of plant, equipment and areas of responsibility ▪ isolating fire areas ▪ protecting survivors in survival craft ▪ preserving body fluids ▪ search and rescue around Australia ▪ launching and inflating life rafts ▪ survival management ▪ location of ▪ alarm points

	▪ first aid emergency equipment ▪ all fire fighting equipment and the location and method of operating fixed system controls ▪ personal survival aids and extra survival equipment and their use ▪ hazards associated with ▪ different types of fire and by products of combustion ▪ choosing an incorrect extinguishing method, different methods of fire fighting ▪ extremes of heat and humidity ▪ immersion ▪ exposure to sea or weather ▪ heat or cold ▪ lack of nourishment ▪ different types of alarm signal ▪ type of information to be provided and to whom ▪ basic principles of survival ▪ equipment available in inflatable life rafts ▪ additional equipment that may be used in a life raft ▪ importance of regular training drills and the actions to take on discovering an emergency ▪ effective communication techniques ▪ techniques for maximising morale and the will to live • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ using a range of fire extinguishers ▪ joining a life raft dry or wet ▪ righting an upturned life raft ▪ heat escape lessening positions ▪ literacy skills used for ▪ reading the survival at sea manual ▪ reading life raft launching instructions
Resource implications	• Physical resources - assessment of this competency requires access to ○ operational vessel in survey with all required fire fighting and survival equipment ○ realistic emergency response simulator allowing the use of all equipment and procedures mentioned above • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment

Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons • Assessment is to be conducted at the workplace or in a simulated workplace environment • The ability to respond to emergencies will normally be demonstrated during onboard drills covering all components of reaction to emergencies involving ○ fire ○ grounding ○ flooding ○ person over-board ○ rescue and evacuation of personnel ○ major mechanical damage ○ by demonstrating ability to ▪ respond to emergency signals ▪ prepare for abandoning ship ▪ comply with instructions ▪ abandon ship ▪ practice survival procedures after abandonment ▪ select suitable clothing ▪ apply appropriate fire fighting, and control techniques that limit the spread and duration of fire ▪ use communication procedures

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP213A	OPERATE INMARSAT C COMMUNICATIONS EQUIPMENT
BOP	Boating operations

DESCRIPTION: This unit involves using Inmarsat C radio/telephony equipment available for small commercial vessels. This unit incorporates the competencies required for holding a satellite endorsement to the Marine Radio Operations Certificate of Proficiency (MROCP).

ELEMENT	PERFORMANCE CRITERIA
1 Transmit and receive communications with Inmarsat communications equipment	1.1 Inmarsat equipment is selected and used according to its limitations 1.2 Radiotelephony procedures are used to transmit and receive various types of signal 1.3 Regulations applicable to ship stations equipped with Inmarsat facilities are obeyed
2 Repair and maintain Inmarsat communications equipment	2.1 Fault finding procedures are used to identify and rectify defective Inmarsat equipment 2.2 Routine maintenance is carried out on Inmarsat equipment
3 Access search and rescue facilities using Inmarsat equipment	3.1 Access is made to the appropriate organisation for the provision of the required search and rescue services 3.2 Information required by the AUSREP (Australian ship reporting) system is supplied in the required format

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	• Inmarsat 'C' equipment • single battery • two batteries connected in series, parallel or in combination of the two • aerials • electrical and radio cable connections • electrical fuses and their current carrying capacity
Limitations	• functional • satellite availability • geographic area
Procedures	• as contained in the current 'Marine Radio Operators' Handbook for Small Craft' ○ fault finding ○ power supply ○ transceiver ○ antenna • general voice procedures • safety, urgency, alarm and distress formats • two digit codes safety services • manual update of vessel position • Enhanced Group Calling (EGC) • logging in and out
Types of signal	• via Inmarsat • straight line • relayed between various organisations • general • public correspondence • safety • urgency • alarm and distress
Regulations	• arising from Commonwealth communications legislation: ○ <i>Australian Communications Authority Act 1997</i> ○ <i>Radio communications Act 1992</i> ○ <i>Telecommunications Act 1997</i> ○ <i>Telecommunications (Transitional Provisions and Consequential Amendments) Act 1997</i>
Organisations	• search and rescue coordination centre location and operator • state police forces • coast stations • limited coast stations • State and Commonwealth fishery management authorities

	• fishing organisations and cooperatives • private shore stations • volunteer coast guard stations
Services	• medical advice • AUSREP • search and rescue via the world wide rescue coordination centre (RCC) network • public correspondence
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to use Inmarsat C radio/telephony equipment • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • Assessment must confirm the ability to ○ operate and maintain Inmarsat C equipment found aboard small vessels to send and receive routine and emergency signals • Ability to ○ log in and log out of the Inmarsat C system ○ use transceiver controls ○ use distress signalling techniques ○ use message formats appropriate to general, safety, urgency, alarm and distress signals ○ operate Inmarsat C equipment to transmit and receive signals ○ test equipment and identify and rectify common faults occurring to Inmarsat C equipment ○ perform routine maintenance on Inmarsat C equipment ○ take appropriate action on receipt of various signals ○ access all services available from the various organisations listed ○ transmit and decode messages with the phonetic alphabet excluding the figure code • Knowledge of ○ services available from organisations and the methods of accessing the services as listed in the Range Statements ○ authority to transmit and the circumstances of use of alarm and distress signals ○ regulatory requirements covering ▪ ship station licence ▪ authority of skipper ▪ secrecy of communications ▪ false or deceptive distress or urgency signals ▪ unnecessary transmissions ▪ keeping a log ▪ avoiding interference ▪ ship station identification ▪ information to be made available to coast stations ▪ documentation to be kept on board
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP209A Operate marine communications equipment
Required knowledge and skills	• Required knowledge ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ principles of signal transmission in order to avoid

	▪ equipment limitations ▪ methods of communicating vessel position with interfaced or separate communications and position fixing equipment ▪ limitations on Inmarsat C equipment ▪ messaging facilities provided by Inmarsat C ▪ a basic understanding of the worldwide rescue coordination centre (RCC) network ▪ the concept behind the enhanced group calling system ▪ radiation hazards associated with Inmarsat equipment installations ▪ hazards associated with the repair and maintenance of equipment • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ calling, replying and relaying procedures ▪ prevention and rectification of false distress messages ▪ ability to identify different types of Inmarsat and radio equipment ▪ the procedures for setting up Enhanced Group Calling (EGC) reception to ensure that relevant navigational and weather information is received ▪ performing routine testing of the equipment to ensure functionality ○ Literacy skills used for ▪ reading fuse capacity ▪ reading operating procedures ○ Numeracy skills used for ▪ adjusting settings
Resource implications	• Physical resources - assessment of this competency requires access to ○ workplace or in a simulated workplace environment ○ fully operational radiotelephony equipment ○ digital selective calling equipment ○ equipment for assessing voice procedures ○ equipment for assessing ability to identify and rectify faults with radio equipment and power supply ○ emergency Position Indicating Radio Beacons (EPIRB) • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or

	recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP301A	APPLY EMERGENCY PROCEDURES ON BOARD A SHIP
BOP	Boating operations

DESCRIPTION: This unit involves dealing with on board emergencies in complex situations and during abandonment. Factors that contribute to the complexity of the emergency situation may be isolation from assistance, number of passengers or crew aboard or the size or configuration of the ship. This unit builds on the competencies described by SFISHIP212A Take emergency action on board a vessel.

ELEMENT	PERFORMANCE CRITERIA
1 Apply fire fighting and search and rescue techniques on board appropriate to a complex situation	1.1 Personal safety during search and rescue is maximised at all times 1.2 Clothing and equipment are appropriate with respect to anticipated hazards 1.3 Movement and the use of lifelines and guidelines within the hazardous area are controlled and comply with accepted fire fighting practice 1.4 Procedures and techniques for the use of breathing apparatus follow accepted fire fighting guidelines 1.5 Search techniques thoroughly cover designated area on board and comply with accepted procedures 1.6 Victim is transported successfully using the most appropriate methods with respect to her / his condition and situation 1.7 Communications comply as closely as possible to recommended procedures as allowed by the circumstances of the emergency 1.8 Fire fighting, air vent closures and compartment isolating appliances are located and operated in accordance with vessel's fire fighting plan
2 Maintain watertight integrity by controlling structural damage	2.1 Hull fabric that has been bilged is temporarily repaired using appropriate damage control devices applied both internally and externally 2.2 Pipe work that is leaking is temporarily repaired using appropriate damage control devices 2.3 Hatches are reinforced with appropriate damage control devices 2.4 Plans to control structural damage and to establish flooding boundaries are developed as part of a team in accordance with stability information
3 Marshal crew and passengers to abandon ship	3.1 Instructions and explanations are given clearly and are in accordance with abandon ship policy and procedures 3.2 Evacuation drill is carried out according to abandon ship procedures or assignment instructions 3.3 Passengers or crew are accounted for against a muster list 3.4 Passengers or crew are assisted into evacuation or survival equipment and craft

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Emergencies	• fire • grounding • flooding • person over board • rescue and evacuation of injured or injured personnel • major mechanical damage • collision
Hazards	• survival at sea in cold conditions • fire • smoke • heat
Communications	• voice • hand signals • radio • line
Damage control devices	• timber used for shoring • soft wood wedges and plugs • canvas sheets • rubber sheets • blank flanges • pipe clamps • ready to use tool bag
Pipe work	• pipe • flanges • valves • associated fittings
Instructions and explanations	• voice • demonstration • video and television • public address system
Equipment and craft	• life jackets • boarding ladders, chutes and nets • davit launched: ○ life boats ○ inflatable life rafts

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to deal with on board emergencies in complex situations and during abandonment • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ over time, react to and apply appropriate response to a range of complex emergency situations ○ conduct a search and rescue aboard a complex vessel affected by fire ○ conduct an evacuation of passengers ○ provide drills and training to all on board ○ control flooding caused by damage to a vessel ○ locate fire fighting and survival equipment • Knowledge of ○ maintenance of personal safety ○ communications techniques used for search and rescue and conducting drills
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP212A Take emergence action on board a vessel
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ behaviour of smoke and heat during a fire ▪ search techniques that cover an area effectively ▪ transport that minimises harm to personnel with various injuries ▪ using radios for communications ▪ familiarity with abandon ship policy and procedures ▪ familiarity with ship stability criteria concerning flooding ▪ techniques that improve explanation, demonstration and understanding ▪ use of evacuation and survival craft • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ using breathing apparatus and fire fighting equipment and techniques ▪ conducting search and rescue in an area affected by smoke, heat and fire

	▪ using stretchers to transport injured personnel ▪ using radio communications equipment ▪ using survival equipment ▪ damage control techniques ○ Literacy skills used for ▪ reading abandon ship policy and procedures ▪ reading muster lists ▪ explanation and demonstration ○ Numeracy skills used for ▪ estimating ▪ calibrating ▪ reading dials
Resource implications	• Physical resources - assessment of this competency requires access to ○ operational vessel in survey with all required fire fighting and survival equipment ○ realistic emergency response simulator allowing the use of all equipment and procedures mentioned above ○ workplace or in a simulated workplace environment • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP302A	COMMAND AND CONTROL MANOEUVRES
BOP	Boating operations

DESCRIPTION: This unit involves manoeuvring the vessel for berthing, mooring and anchoring operations, manoeuvring during an emergency and crossing bars and sea entrances.

ELEMENT	PERFORMANCE CRITERIA
1 Manoeuvre the vessel for berthing, mooring and anchoring operations	1.1 Manoeuvres are made to safely progress the operation and keep the vessel in safe water 1.2 Vessel's heading is maintained within acceptable limits with respect to the requirements of the manoeuvre and the existing sea state 1.3 Alterations of heading or power are smooth and controlled at all times 1.4 Communication is clear, concise and acknowledged at all times according to <i>good seamanship</i> 1.5 Suitable mode of steering is selected for the manoeuvre with respect to the area, wind and sea state 1.6 Engine movements are made as needed to progress the operation and are designed to complement helm movements 1.7 Safe operating limits of vessel propulsion, steering and power systems are not exceeded in normal manoeuvres 1.8 Adequate resources are made available prior to and during operations
2 Manoeuvre the vessel during exceptional circumstances	2.1 Manoeuvres are made to safely progress the operation and keep the vessel in safe water in narrow confined channels, crossing bars, and entering existing seaways 2.2 Vessel's heading is maintained within acceptable limits with respect to the requirements of the manoeuvre and the existing sea state 2.3 Alterations of heading or power are smooth and controlled at all times 2.4 Communication is clear, concise and acknowledged at all times according to good seamanship 2.5 Suitable mode of steering is selected for the manoeuvre with respect to the area, wind and sea state 2.6 Engine movements are made as needed to progress the operation and are designed to complement helm movements 2.7 Safe operating limits of vessel propulsion, steering and power systems are not exceeded 2.8 Adequate resources are made available prior to and during operations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Manoeuvres	in areas of - bars and sea entrances - confined navigational spaces - narrow waters - coastal waters - open ocean while personally controlling navigation such as - berthing and unberthing - mooring and departing a single point mooring - anchoring - towing in normal conditions
Communication	- to internal personnel - to external agencies - verbal - by radio
Good seamanship	- USL code - International Convention of Standards of Training, Certification and Watch keeping (STCW) 1978 - sea state and tidal conditions - contingency planning
Resources	- personnel - equipment - machinery - vessel manoeuvring equipment: - single screw - twin screw - thrusters - tug drives
Exceptional circumstances	- loss of rudder - loss of propeller - in severe weather including storm and cyclonic conditions - when hove to - in the event of fire or flooding on own vessel - ebb tide with onshore wind sea
The sport and	covers industry sectors of community recreation, fitness, outdoor

recreation industry	recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to manoeuvre the vessel for berthing, mooring and anchoring operations • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ◦ analyse the situation and select suitable manoeuvres, control manoeuvres, use resources effectively, and operate propulsion power • Knowledge of ◦ interaction of manoeuvres and conditions ◦ shallow water effect
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ◦ Nil • This unit must be assessed in conjunction with the following unit(s) ◦ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ◦ Nil
Required knowledge and skills	• Required knowledge ◦ The required knowledge identified for this unit goes to more depth due to its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies ◦ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ information relating to ▪ stopping distances and vessel manoeuvring characteristics and how they vary with displacement, trim and list ▪ the absolute limits on vessel's manoeuvring capability and any restrictions on helm and engine movements ▪ tidal times and heights ▪ sea conditions including wind direction and currents ▪ procedures relating to ▪ emergency manoeuvres ▪ manoeuvring with tugs ▪ bridge team work monitoring methods ▪ storm and cyclone contingency planning ▪ principles relating to ▪ transverse thrust ▪ limitations of bow thrusters and other systems ▪ effects of shallow water and narrow channels ▪ nature of own vessel's turning circle and the factors affecting it ▪ interaction between vessels ▪ effects of current and tide • Required skills

	○ The essential skills a person needs to perform work to the required standard include ▪ berthing and unberthing using a fixed wharf ▪ mooring and leaving a single point mooring ▪ berthing, mooring and anchoring with and without a current ▪ anchoring with one or two anchors ▪ letting go and recovering anchors ▪ undertaking towing operations ▪ taking up and undertaking towing operations ○ Manoeuvring with ▪ single screw with or without controllable pitch ▪ twin screw ▪ tug drives ▪ assistance of thrusters ○ Correctly identifying wind and current direction ○ Literacy skills used for ▪ reading codes, standards and plans ▪ explaining manoeuvres ○ Numeracy skills used for ▪ determining limits of manoeuvre ▪ reading nautical output
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ a range of vessels with the various propulsion and control systems listed ○ a range of berthing, mooring and anchoring facilities ○ suitable site for tidal flow observation • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients

	or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	1	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP303A	INITIATE RESPONSE TO NAVIGATION EMERGENCIES
BOP	Boating operations

DESCRIPTION: This unit involves initiating action in the event of an emergency affecting one's own vessel or on identifying a distress signal from another vessel, while on watch.

ELEMENT	PERFORMANCE CRITERIA
1 Respond to problems that affect vessel navigation	1.1 Type and magnitude of any problem is promptly identified 1.2 Decisions and actions taken to address identified problems minimise adverse effects on vessel systems and navigational status 1.3 Reports and advice are offered to the skipper according to standing orders
2 Provide a navigational response to emergencies affecting the vessel	2.1 Initial actions are designed to maximise the safety of the vessel and personnel and are in accordance with contingency plans 2.2 Manoeuvres taken to avoid the emergency or minimise damage are effective 2.3 Lights, shapes and <i>signals</i> used are appropriate to the nature of the emergency and comply with the International Rules for Preventing Collisions at Sea 2.4 Order of and methods used for informing vessel personnel is appropriate to the nature of the emergency 2.5 Emergency radio communications comply with regulations 2.6 Navigational control of the vessel is handed over according to regulations
3 Respond to a distress signal at sea	3.1 Distress or emergency signals are immediately recognised 3.2 Communications with the distress comply with international regulations and procedures 3.3 Information obtained about the position and nature of distress is the most comprehensive available 3.4 Reports of the distress made to personnel are complete and timely 3.5 Further actions comply with contingency planning and skipper's instructions

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Respond	to malfunctions involving systems found on the bridge • propulsion • steering • bridge equipment • communication • alarm in areas or conditions of • narrow waters • coastal waters • congested waters • restricted visibility • heavy weather and sea to maximise the safety of • own vessel • other vessels • personnel • the environment
Actions	limited to responding to the situation by • change over • start up • communications • temporary repair • seeking assistance • proceeding at safe speed • steering by sight taken within the job holder's responsibility when in charge of a navigational watch • identify • communicate • inform and seek advice • establish distress position • implement contingency plans
Reports and advice	• from the skipper • from personnel responsible for maintaining and repairing equipment

Effective	in terms of • magnitude • timeliness
Signals	• radio ○ distress ○ urgency ○ safety • visual
Regulations	• International Convention for the Safety of Life at Sea (SOLAS) 1960, 1974 • International Regulations for Preventing Collisions at Sea (COLREG) 1972 • International Standards of Training, Certification and Watch keeping for Seafarers (STCW) 1978 • International Convention on Maritime Search and Rescue (SAR) 1979
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge for initiating action in the event of an emergency affecting one's own vessel or on identifying a distress signal from another vessel, while on watch • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ◦ of a watch keeper to initiate effective action in the event of a range of emergencies affecting one's own vessel or on identifying a distress signal from another vessel • Ability to ◦ recognise a malfunction ◦ implement contingency plans ◦ prioritise actions with respect to the nature of the problem and existing circumstances ◦ inform the skipper when necessary ◦ manoeuvre the vessel to advantage in an emergency ◦ comply with signalling requirements of the International Regulations for Preventing Collisions at Sea ◦ comply with emergency communications procedures ◦ recognise a distress signal ◦ obtain information on the distress ◦ initiate positive action. • Knowledge of ◦ distress signals and relevant international conventions ◦ manoeuvring characteristics of the vessel in various circumstances
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ◦ Nil • This unit must be assessed in conjunction with the following unit(s) ◦ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ◦ Nil
Required knowledge and skills	• Required knowledge ◦ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ◦ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ distress or emergency signals required by the International Regulations for Preventing Collisions at Sea (COLREG) 1972 ▪ manoeuvring characteristics of the vessel without primary steering or main propulsion power ▪ vessel construction to a level sufficient to enable an appreciation of possible damage and watertight integrity ▪ limitations imposed on manoeuvring systems with respect to large, sudden manoeuvres

	▪ how actions in general may affect the vessel, personnel and systems ▪ nature of information required from a vessel in distress specific types of distress, for example, stricken vessel, sunken submarine, downed aircraft ▪ procedures relating to ▪ actions to take in the event of malfunction or failure ▪ changeover to backup systems where available ▪ external and internal communications and warnings in an emergency ▪ contingency plans for emergencies ▪ initial actions to be taken on sighting or receiving a distress signal ▪ type of response expected to distress, urgency and safety signals ▪ search and rescue coordination ▪ action taken upon sighting a wreck • Required skills ○ The essential skills a person needs to perform work to the required standard includes ○ Dealing with malfunction or failure of ▪ main engine ▪ steering ▪ gyro or magnetic compass ▪ bridge controls ○ Taking actions to ▪ operate manoeuvring equipment ▪ use backup systems where available ▪ minimise damage to affected equipment ▪ use helm, engines or thruster units where available ○ Dealing with ▪ imminent collision ▪ collision ▪ stranding ▪ fire ▪ flooding ▪ person overboard ▪ dragging anchor ▪ systems failure affecting navigation ▪ steering by compass or sight ▪ cargo shift ▪ heavy seas ▪ sighting a wreck ○ Using ▪ helm and engines ▪ signalling apparatus ▪ systems for communicating internally and externally ▪ alarms ▪ remotely operated watertight doors ▪ other relevant equipment ○ Dealing with a distress situation by ▪ recognising different distress signals ▪ logging relevant information ▪ managing a watch after receipt of a distress signal ○ Literacy skills used for ▪ reading contingency plans ▪ reading standing orders ▪ reading the International Regulations for Preventing Collisions at Sea

	▪ making log entries ○ Numeracy skills used for ▪ reading bridge controls
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ damage control simulations ○ emergency response simulations ○ vessel simulator ○ signals and signalling devices • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP304A	MANAGE THE OPERATION OF AUXILIARIES AND SERVICE PLANT OUTSIDE NORMAL PARAMETERS
BOP	Boating operations

DESCRIPTION: This unit involves managing the operation of auxiliary and service plant outside of normal operating parameters and methods when required by the needs of overall vessel safety or safe operation during malfunction.

ELEMENT	PERFORMANCE CRITERIA
1 Initiate start up and shut down operations to auxiliaries and service plant during abnormal operation	3>1.1 Operations are planned and carried out in accordance with established safety rules and regulations 1.2 Need for alterations to routine operations are fully identified and justifiable 1.3 Timing and degree of preparation of plant is appropriate to the actual condition of plant and the nature of any malfunction 1.4 Planned alterations to parameters and methods are confirmed with all affected personnel 1.5 Revised alterations to parameters and methods minimise the risk of plant damage and disruption to operations 1.6 Revised parameters and methods are clearly and accurately communicated to all relevant operational personnel and subordinate 1.7 Sequence and timings of start up or shut down of equipment and systems is determined by the actual condition of plant and the nature of any malfunction 1.8 Abnormal operation of plant is minimised, commensurate with overall vessel safety
2 Optimise output of auxiliaries and service plant during abnormal operation	2.1 Operations are planned and carried out in accordance with established safety rules and regulations 2.2 Need for alterations to routine operations are fully identified and justifiable 2.3 Revised alterations to parameters and methods minimise the risk of plant damage and disruption to operations 2.4 Output is maintained as close to actual demand as the nature of any fault or condition permits 2.5 Necessary alterations to output are made in good time and agreed with affected personnel 2.6 Revised parameters and methods are clearly and accurately communicated to all relevant operational personnel and subordinates 2.7 Abnormal operation of plant is minimised, commensurate with overall vessel safety
3 Respond to changes in demand during abnormal operation of auxiliaries and service plant	3.1 Operations are planned and carried out according to established safety rules and regulations 3.2 Need for alterations to routine operations are fully identified and justifiable 3.3 New demand requirements are identified in sufficient time for safe operation 3.4 Preparations for alterations in output comply with good engineering practices and principles 3.5 Timing and sequence of adjustments during alteration of output consistently meet the requirements of the operation 3.6 Revised output matches demand as closely as the nature of any faults or conditions allows 3.7 Abnormal operation of plant is minimised, commensurate with overall vessel safety

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Operations	• start up and shut down of plant • on request for assistance • necessary for malfunctioning plant, for example for safety of navigation • necessary for operating outside normal parameters • alterations in output of more than 10% • manual adjustment of controls to achieve new demand • monitoring of remote operation
Safety rules and regulations	• codes of safe working practice • enterprise safety regulations • occupational health and safety standards
Plant	includes • electrical systems • auxiliary systems
Parameters	to include • pressure • level • flow • temperature • speeds • voltage • electrical power • electrical frequency
Communicated	by the following methods • verbally • in writing
Good engineering practices and principles	• communicating with those affected by changes • considering all occupational health and safety issues • making and implementing contingency plans • calculating, estimating and testing of safe working loads for new work • considering the effect of changes on other systems

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge for managing the operation of auxiliary and service plant outside if normal operating parameters and methods when required • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ manage the operation of auxiliary and service plant outside of normal operating parameters and methods when required by the needs of overall vessel safety or safe operation during malfunction • Ability to ○ identify a need for change in parameters and methods ○ implement operations ○ revise operating parameters and methods ○ agree actions and communications ○ identify changes in requirements ○ alter output ○ diagnose defective systems and plant ○ devise remedies that maximise the output of systems and plant • Knowledge of ○ safe operation of all auxiliaries and service plant on the vessel
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SIFISHIP305A Manage the operation of low powered marine diesel engines outside normal parameters
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ plant operating instructions ▪ operating parameter values ▪ possible problems and faults that could occur ▪ different types and variations of systems likely to be encountered in the different types of marine system ▪ regulations affecting operations, for example safety, statutory and organisational ▪ alarm and emergency shut down parameter values ▪ methods of operation of control systems ○ procedures relating to ▪ sequence and timing of operations and alterations to operations ▪ emergency shut down and emergencies ▪ isolation procedures and likely hazards

	▪ likely problems that could occur and how to deal with them ▪ reporting inability to start up or shut down ○ principles relating to ▪ operation of marine plant and other related systems ▪ engineering sufficient to recognise operational limitations when operating outside normal parameters and to be able to redefine them ▪ running plant outside normal parameters ▪ engineering for the safe operation of plant, such as safe working loads, torques, vectors • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ diagnosing faults, repairing, modifying and planning the maintenance of electrical systems ▪ electrical generation control systems ▪ integration of multiple generation units ▪ electrical distribution and control systems ▪ diagnosing faults, repairing, modifying and planning the maintenance of auxiliary services ▪ steering gear and equipment ▪ domestic systems ▪ compressed air systems ▪ bilge pumping systems ▪ refrigeration and air conditioning systems ▪ hydraulic systems ▪ controlling operations such as ▪ start up from hot, warm and cold conditions ▪ start up to full operating condition ▪ start up to stand by condition ▪ emergency and partial emergency shut down ▪ shut down of malfunctioning equipment ▪ controlling modes of operation such as ▪ monitoring remote operation ▪ setting restrictions on remote operation ▪ local manual operation ▪ emergency modes of operation ▪ making adjustments ▪ single ▪ multiple ○ Literacy skills used for ▪ reading manufacturer's instructions ○ Numeracy skills used for ▪ monitoring ▪ pressure ▪ flows ▪ temperatures ▪ levels ▪ speeds ▪ vibrations ▪ expansion ▪ emissions ▪ abnormalities
Resources implications	• Physical resources - assessment of this competency requires access to ○ fully operational surveyed vessel with the range of equipment described ○ realistic simulations of engineering systems • Human resources — assessment of this unit of competency will require

	human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	3	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP305A	MANAGE THE OPERATION OF LOW POWERED MARINE DIESEL ENGINES OUTSIDE NORMAL PARAMETERS
BOP	Boating operations

DESCRIPTION: This unit involves managing the necessary operation of marine diesel propulsion plant and associated systems outside of normal parameters and methods when required by the needs of overall vessel safety or safe operation during malfunction.

ELEMENT	PERFORMANCE CRITERIA
1 Initiate start up and shut down operations to low powered diesel propulsion plant during abnormal operation	1.1 Operations are planned and carried out according to established safety rules and regulations 1.2 Need for alterations to routine operations are fully identified and justifiable 1.3 Timing and degree of preparation of plant is appropriate to the actual condition of plant and the nature of any malfunction 1.4 Planned alterations to parameters and methods are confirmed with all affected personnel 1.5 Revised alterations to parameters and methods minimise the risk of plant damage and disruption to operations 1.6 Revised parameters and methods are clearly and accurately communicated to all relevant operational personnel and subordinate 1.7 Sequence and timings of start up or shut down of equipment and systems is determined by the actual condition of plant and the nature of any malfunction 1.8 Abnormal operation of plant is minimised, commensurate with overall vessel safety
2 Optimise output of low powered diesel propulsion plant during abnormal operation	2.1 Operations are planned and carried out according to established safety rules and regulations 2.2 Need for alterations to routine operations are fully identified and justifiable 2.3 Revised alterations to parameters and methods minimise the risk of plant damage and disruption to operations 2.4 Output is maintained as close to actual demand as the nature of any fault or condition permits 2.5 Necessary alterations to output are made in good time and agreed with affected personnel 2.6 Revised parameters and methods are clearly and accurately communicated to all relevant operational personnel and subordinates 2.7 Abnormal operation of plant is minimised, commensurate with overall vessel safety
3 Respond to changes in demand during abnormal operation of low powered diesel propulsion plant	3.1 Operations are planned and carried out according to established safety rules and regulations 3.2 Need for alterations to routine operations are fully identified and justifiable 3.3 New demand requirements are identified in sufficient time for safe operation 3.4 Preparations for alterations in output comply with good engineering practices and principles 3.5 Timing and sequence of adjustments during alteration of output consistently meet the requirements of the operation 3.6 Revised output matches demand as closely as the nature of any faults or conditions allows 3.7 Abnormal operation of plant is minimised, commensurate with overall vessel safety

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Operations	• start up and shut down of plant • on request for assistance • necessary for malfunctioning plant, for example, for safety of navigation • necessary for outside normal parameters and methods • alterations in output of more than 10% • manual adjustment of controls to achieve new demand • monitoring of remote operation
Safety rules and regulations	• codes of safe working practice • enterprise safety regulations • occupational health and safety standards
Plant	includes • high or medium speed diesel engines • gearbox and shafting • auxiliaries • systems necessary to move the vessel
Parameters	to include • pressure • level • flow • temperature • speeds
Communicated	by the following methods • verbally • in writing
Good engineering practice and principles	• communicating with those affected by changes • considering all occupational health and safety issues • making and implementing contingency plans • calculating, estimating and testing of safe working loads for new work • considering the effect of changes on other systems
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers

	• high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge to manage the necessary operation of marine diesel propulsion plant and associated systems outside of normal parameters and methods when required by the needs of overall vessel safety or safe operation during malfunction - Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment - In particular, assessment must confirm the ability to - identify a need for change in parameters and methods - implement operations - revise operating parameters and methods - agree actions and communications - identify changes in requirements - alter output - diagnose defective systems and plant - devise remedies that maximises the output of systems and plant - Knowledge of - safe operation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SFISHIP304A Manage the operation of auxiliaries and service plant outside normal parameters
Required knowledge and skills	- Required knowledge - The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies - The essential knowledge and understanding a person needs to perform work to the required standard includes - plant operating instructions - operating parameter values - possible problems and faults that could occur - the different types and variations of systems likely to be encountered as marine plant - regulations affecting operations for example safety, statutory and organisational - alarm and emergency shut down parameter values - methods of operation of control systems - Procedures relating to - the sequence and timing of operations and alterations to operations - emergency shut down and emergencies - isolation procedures and likely hazards - likely problems that could occur and how to deal with them - reporting inability to start up or shut down - Principles relating to

	▪ the operation of marine plant and other related systems ▪ engineering science sufficient to recognise operational limitations when operating outside normal parameters and to be able to redefine them ▪ running plant outside normal parameters ▪ relevant engineering science relating to the safe operation of plant • Required skills ○ The essential skills a person needs to perform work to the required standard includes, within the context of the element ▪ diagnosing faults, repairing, modifying and planning the maintenance of prime mover, shafting and auxiliary systems ▪ high speed engines ▪ medium speed diesel engines ▪ slow speed diesel engines ▪ fuel systems for diesel oil, marine diesel oil, blended fuel or heavy fuel including purification, transfer and storage ▪ cooling and lubrication systems ▪ shafts and propellers including controllable pitch propellers ▪ operations such as ▪ start up from hot, warm and cold conditions ▪ start up to full operating condition ▪ emergency and partial emergency shut down ▪ shut down of malfunctioning equipment ▪ modes of operation such as ▪ monitoring remote operation ▪ setting restrictions on remote operation ▪ local manual operation ▪ emergency modes of operation ▪ adjustments ▪ single ▪ multiple ○ Literacy skills used for ▪ reading operating procedures and manufacturer's guidelines ▪ recording results of changes made ○ Numeracy skills used for ▪ monitoring ▪ pressure ▪ flows ▪ temperatures ▪ levels ▪ speeds ▪ vibrations ▪ expansion ▪ emissions ▪ abnormalities ▪ calculating ▪ fuel and lubrication capacity ▪ fuel and lubrication consumption
Resource implications	• Physical resources - assessment of competency requires access to ○ fully operational surveyed vessel with the range of equipment described ○ realistic simulations of engineering systems • Human resources — assessment of this unit of competency will require

	human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	3	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP306A	MONITOR AND CONTROL NAVIGATION IN AN INSHORE AREA
BOP	Boating operations

DESCRIPTION: This unit involves monitoring and controlling navigation underway and at anchor in inshore areas only.

ELEMENT	PERFORMANCE CRITERIA
1 Maintain navigation folios and related documentation	1.1 Charts, publications and documents are the most up to date versions available 1.2 Charts, publications and documents used reflect regular and accurate correction 1.3 Presentation and filing of navigational warnings conforms to an approved format 1.4 Handling and storage of charts and publications promotes their access, utility and length of life 1.5 Chart correction records are accurate and conform to an approved format 1.6 Information that is new or updated is selected from relevant sources at appropriate intervals
2 Fix the vessel's position in a limited area	2.1 Primary position fixing method selected is the most appropriate to the existing circumstances and conditions 2.2 Time interval between fixes is appropriate to the prevailing navigation conditions 2.3 Position is accurately obtained within acceptable instrument or system errors 2.4 Continuous monitoring is used in addition to historic fixes 2.5 Performance checks and tests of navigation position fixing systems comply with manufacturer's recommendations and enterprise procedures 2.6 Position of the vessel is recorded in a manner that complies with enterprise and navigational rules and procedures 2.7 Verification of primary position fixing is frequent, regular and utilises the most appropriate method
3 Adjust the vessel's course and speed to maintain the safety of navigation	3.1 Decisions required for amendments to course or speed are timely, obvious and in accordance with accepted navigation practice 3.2 Actions taken to alter the vessel's course or speed are timely and comply with the International Regulations for Preventing Collisions at Sea 3.3 Vessel is navigated at a safe speed appropriate to the existing circumstances and conditions 3.4 Adjustments made to the vessel's course and speed are effective and do not put the vessel at risk with respect to other traffic or hazards 3.5 Adjustments made to the vessel's course and speed take account of overall passage plan requirements 3.6 Signals relevant for manoeuvring required by the International Regulations for Preventing Collisions at Sea are made at the appropriate time 3.7 Confirmation of the effectiveness of adjustments to course and speed is timely and utilises appropriate navigation techniques 3.8 Operating limits of vessel propulsion, steering and power systems are not exceeded in normal manoeuvres

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Charts, publications and documents	• navigational charts • publications from the Australian Hydrographer or British Admiralty ○ radio signals ○ light lists ○ sailing directions ○ tide tables ○ catalogues • navigation warning records
Relevant sources	of information from • annual and weekly notices to mariners • radio navigation warnings • navigation warning files • local navigation warnings
Position fixing	using methods of • visual • RADAR • continuous position monitoring
Navigational rules and procedures	• collision • International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW), 1975 • USL code
Amendments	routines to be maintained when in charge of the bridge watch • during the day • at night • in narrow waters • in coastal waters • in severe weather conditions • in poor visibility • when under pilotage or at anchor of course or speed to • avoid collision • correct for actual deviation from track • correct for anticipated deviation • correct for compass errors

	• avoid severe weather such as • stopping • going astern • manoeuvring in the vicinity of pilot vessels and other craft • picking up a pilot and regulatory personnel • turning short around • bringing the vessel up to a single anchor in an emergency • crew overboard
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to monitor and control the vessel in an inshore area by performing navigational tasks such as position fixing and course alterations • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ correct, update and replace charts and publications ○ handle and store charts and publications ○ maintain files of navigation warnings, if applicable ○ ensure light and sound signals agree with existing circumstances and conditions ○ ensure a proper lookout is maintained ○ test and check bridge equipment ○ identify hazards ○ call the skipper ○ comply with accepted navigational methodology and the skipper's requirements for position fixing ○ obtain, correct and plot position lines and positions on navigational charts ○ comply with requirements and recommendations for the testing of position fixing systems for reliability ○ make an assessment of a range of situations ○ comply with the International Regulations for Preventing Collisions at Sea (COLREG) ○ act effectively ○ safely operate a vessel's manoeuvring system ○ safely and effectively execute a range of manoeuvres ○ control manoeuvres ○ select steering systems • Knowledge of ○ checking information or status and seeking assistance where necessary
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP202A Contribute to safe navigation
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ Principles relating to ▪ passage planning ▪ RADAR and automated plotting sufficient to

	- understand their limitations and safe use ▪ operation of RADAR equipment ▪ ship stability with respect to angles of heel, lists, rolling and pitching ▪ cause and effects of gyro and magnetic compass error ▪ meteorology in sufficient depth to interpret weather forecasts, forecast weather for the watch by reference to physical observation, and identify imminent changes in weather ▪ meteorology in sufficient depth to forecast wind speed and direction to estimate the sea state resulting from weather, fetch, swell and current ▪ gyro compass ▪ magnetic compasses ▪ operation of Doppler and electromagnetic logs ▪ echo sounding equipment ▪ causes of tides and currents ▪ effects of shallow water and narrow channels ▪ manoeuvring characteristics of the vessel and the factors affecting it ▪ interaction between vessels ▪ transverse thrust ▪ limitations of bow thrusters ▪ tugs ▪ other manoeuvring systems where performance evidence is sought ▪ Procedures relating to ▪ ordering procedures for charts and publications and any system designed to automatically order new editions and replacements ▪ cross checking information contained in notices to mariners to ensure the validity of charts and publications ▪ occasions when convention is to seek assistance ▪ information necessary to hand over a bridge watch ▪ government and enterprise requirements for performance checking and recording ▪ selection of primary and secondary position fixing methods from those available ▪ frequency of position fixing ▪ methods and use of the various position fixing systems ▪ assessing the risk of collision by visual, RADAR and automatic plotting ▪ use of helm and engines ▪ assessing leeway ▪ assessing set and drift ▪ maintaining a proper lookout ▪ communicating with bridge and engine room personnel ▪ emergency manoeuvres ▪ obtaining general meteorological information ▪ obtaining information specific to the nature of a cyclone as it affects the operation ▪ Symbols and abbreviations contained in charts and publications ▪ Content of all navigational charts and publications available to the mariners contained in the chart catalogue

	▪ Chart folio system ▪ International Regulations for Preventing Collisions at Sea ▪ Bridge procedures guides ▪ Enterprise guidelines ▪ International Maritime Organisation (IMO) operational guidance for officers in charge of a navigational watch ▪ Further references to keeping a safe navigational watch contained in marine notices ▪ Different types of anchor and their advantages ▪ Bridge equipment and the possible types of faults and how they could affect safe navigation ▪ Forces affecting the vessel in a seaway and how it is constructed to counter them ▪ Buoyage systems ▪ Fixed and variable errors on navigational systems including RADAR ▪ operational control and adjustment of navigation systems including RADAR ▪ expected reliability of fixes from the various navigation systems ▪ steering and sailing rules contained in the International Regulations for Preventing Collisions at Sea (COLREG) ▪ specific local regulations where applicable ▪ effect of tides and currents on vessel track ▪ a particular vessel's manoeuvring characteristics ▪ practical limitations of the vessel's manoeuvring equipment and propulsion systems ▪ information available on charts especially latitude, longitude, depth, distance and direction ▪ effect of wind direction and speed and sea state ▪ effect of cyclones on operations • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ Laying off coastal passage plan ▪ Monitoring ▪ traffic by radar, visual and aural methods ▪ weather ▪ the safety of the vessel and personnel ▪ bridge equipment and instrumentation including performance checks, tests and identification of errors ▪ position ▪ Meteorology sufficient to forecast wind direction and speed and sea state ▪ Obtaining information and assistance from ▪ colleagues ▪ heads of department ▪ skipper ▪ Use RADAR to obtain optimal tuning for ▪ ranges ▪ bearings ▪ combinations ▪ traffic targets ▪ Use satellite navigation systems ▪ Use continuous position monitoring ▪ parallel indexing techniques ▪ observation of buoyage ▪ use of echo sounding equipment

	▪ dead reckoning ▪ Identifying anchorages ▪ in open waters ▪ in restricted waters ▪ Identifying causes of deviations from track ▪ wind ▪ current ▪ tide ▪ sea state ▪ Assessing ▪ risk of collision by visual means, RADAR and automatic plotting ▪ magnitude and direction of leeway ▪ set, rate and drift of current ▪ position of a cyclone in order to make a decision on course of action including location of positions to seek shelter ▪ Altering course and speed to ▪ return the vessel to a planned track when deviated ▪ maintain a desired course made good ▪ avoid a risk of collision when obliged to give way or stand on ▪ Performing standard manoeuvres ▪ stopping ▪ going astern ▪ manoeuvring in the vicinity of pilot vessels and other craft ▪ picking up a pilot ▪ turning short around ▪ Performing emergency manoeuvres ▪ bringing the vessel to a single anchor in an emergency ▪ crew overboard ▪ manoeuvres to minimise danger in the event of an imminent collision ▪ turning in heavy weather ▪ Using various vessel configurations ▪ fixed and controllable pitch propellers ▪ single and twin screw ▪ thrusters ▪ nozzles ▪ hull shape and factors ▪ Literacy skills used for ▪ recording information ▪ on charts ▪ in enterprise records ▪ for supply to other personnel ▪ to include notes on abnormalities or difficulties in operation ▪ reading information from ▪ charts ▪ radio navigation warnings ▪ lists of radio signals ▪ light lists ▪ sailing directions ▪ catalogues ▪ Numeracy skills used for ▪ reading ▪ tide tables

	▪ calculating time, speed and distance parameters
Resource implications	• Physical resources - assessment of this competency requires access to ○ fully operational vessel with a range of buoyage, traffic and navigational conditions ○ suitable simulations of the same • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	3	2	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP307A	PLAN MAINTENANCE FOR MARINE ENGINEERING SYSTEMS
BOP	Boating operations

DESCRIPTION: This unit involves defining maintenance requirements and the short term planning and resourcing of maintenance for marine engineering and ancillary systems and equipment.

ELEMENT	PERFORMANCE CRITERIA
1 Define maintenance requirements for marine engineering and ancillary systems	1.1 Data on the factors affecting current or potential engineering maintenance is obtained from appropriate sources 1.2 Interpretation and format of collated information is appropriate to determining maintenance requirements 1.3 Information on forecast condition is accurate with respect to known rates of deterioration 1.4 Levels of priority and timing of maintenance requirements are accurately identified with respect to overall vessel safety, commercial operations and enterprise considerations 1.5 Maintenance requirements are achievable and relevant to the needs and demands of safe and efficient plant operation
2 Plan the short term implementation of marine engineering and ancillary maintenance	2.1 Maintenance plans project maintenance evenly over available time scale 2.2 Maintenance plans are within the constraints of time, personnel and resources available 2.3 Maintenance plans coordinate maintenance to minimise interdepartmental conflict 2.4 Work methods and activities that are consistent with current operation priorities, enterprise objectives and government requirements and include opportunities for individual development 2.5 Work methods and activities optimise the use of available material, capital and people and plans are made in close consultation with other departments 2.6 Work methods and activities are specified to ensure maintenance objectives are achieved 2.7 Plans are recorded in a suitable format for reference and comply with statutory and enterprise requirements
3 Organise resources for maintenance of marine engineering and ancillary systems	3.1 Resource requirements accurately match the projected demand obtained from maintenance plans and schedules 3.2 Estimates of resource needs are supported by appropriate calculations 3.3 Selection of resources is based on consideration of all relevant aspects of supply 3.4 Alternatives to first choice resources are acceptable within operating performance specification and enterprise, logistical and budgetary constraints 3.5 Refurbishments of replaced parts are correctly achieved within budgetary and re-use constraints

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Maintenance requirements	with respect to • long term maintenance programmes (one year and over) • short term implementation plans (one week to a month) • daily schedules including repair maintenance • production of specifications for maintenance in refit • data recording • routine maintenance and servicing • restoration and repair • protection from the environment
Marine engineering and ancillary systems	such as • mechanical equipment and systems • electrical generation and transmission systems • control and instrumentation • safety equipment
Information	regarding • maintenance intervals • actual and desired condition • routine servicing requirement • restoration and repair requirements • availability of resources • safety requirements and precautions sources compiled from • own experience and database • classification society and statutory survey requirements • manufacturers manuals and schedules • actual condition • forecast condition • enterprise requirements, maintenance records, maintenance plans
Plans	such as • short term implementation plans (one week to a month) • daily schedules including repair maintenance covering • resources

	• methods and procedures • safety precautions • limits of responsibility • quality requirements • quantity requirements
Resources	types include • personnel • spares • consumables
Aspects of supply	to include • cost • availability • quantity • quality standards
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to define maintenance requirements and the short term planning and resourcing of maintenance engineering and ancillary systems and equipment • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to • collect information necessary for planning • identify maintenance requirements for the implementation of plans • conduct the overall planning of maintenance • identify suitable work methods • record work and planning • match resources with demand • quantify and select resources and alternatives • refurbish used resources • Knowledge of • safe and effective work procedures
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) • Nil • This unit must be assessed in conjunction with the following unit(s) • Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) • Nil
Required knowledge and skills	• Required knowledge • The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies • The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ maintenance objectives and plans ▪ enterprise policies and procedures regarding long term and day-to-day maintenance ▪ consequences of not carrying out maintenance ▪ marine engineering systems and their component parts ▪ specific hazards involved with machinery systems and maintenance resources ▪ maintenance objectives, priorities and plans ▪ company policies and procedures regarding productivity, quality and working conditions ▪ legislation relating to work methods and health and safety ▪ vessel and enterprise objectives, priorities and plans ▪ relevant company policies and procedures ▪ profitability, productivity and financial control ▪ vessel and company procedures for resource allocation • Principles relating to ▪ assessing and evaluating information in terms of relevance, reliability, sufficiency and implications

	▪ obtaining information on maintenance requirements ▪ organisation information to assist planning ▪ evaluating information ▪ establishing, defining and reviewing objectives and performance measures, including project planning and resource allocation ▪ using an analytical approach to assess and optimise the use of resources ▪ applying relevant legislation to actual and proposed circumstances ▪ selection of resources ▪ identify alternative resources ▪ organisational methods for supply of resources ▪ organisational procedures for contractors and specialists ○ All aspects of maintenance for which the officer is responsible ○ The effects the marine environment has on the vessel specifically with respect to machinery maintenance ○ The different types of material used in ship and machinery construction and their properties ○ The requirements for statutory and classification surveys ○ Work objectives and related performance measures and success criteria ○ Principal risks and contingent factors affecting maintenance activities ○ Resources available for maintenance ○ Acceptable types of work methods ○ Permit to work systems ○ Availability of resources • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ performing, organising and planning the maintenance required for ▪ long term maintenance programmes (one year and over) ▪ short term implementation plans (one week to a month) ▪ daily schedules including repair maintenance ▪ the production of specifications for maintenance in re-fit ▪ maintaining and planning the maintenance on marine engineering systems with respect to ▪ prime mover, shafting and associated auxiliaries ▪ instrumentation and control systems ▪ steering gear and equipment ▪ domestic systems ▪ deck machinery ▪ fixed and portable fire fighting equipment ▪ electrical generation equipment and distribution equipment ○ Developing work plans for ▪ routing greasing and oiling ▪ inspections ▪ replacement of components ▪ work methods and procedures ▪ safety precautions ▪ break down repair ▪ allocation of resources ▪ preparation for statutory and class surveys ▪ cleaning schedules ○ Organising resources such as ○ Spare gear ○ Stores and consumables

	○ Personnel ○ Literacy skills used for ▪ using information regarding ▪ maintenance intervals ▪ actual and desired condition ▪ routine servicing requirement ▪ restoration and repair requirements ▪ availability of resources ▪ safety requirements and precautions ▪ using information sources compiled from ▪ own experience ▪ classification organisations and statutory survey requirements ▪ manufacturers' manuals and schedules ▪ actual condition ▪ forecast condition ▪ company requirements, maintenance records, maintenance plans ○ Numeracy skills used for ▪ estimating resource needs including ▪ voltage, wattage and current requirements ▪ power point output capacity
Resource implications	• Physical resources - assessment of this competency requires access to ○ fully operational vessel with maintenance requirements • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate peers

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	3	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP401A	ENSURE THE SEAWORTHINESS OF THE VESSEL (SIMPLIFIED STABILITY CRITERIA)
BOP	Boating operations

DESCRIPTION: This unit involves ensuring that the watertight integrity and stability on a small vessel is maintained using simplified stability data.

ELEMENT	PERFORMANCE CRITERIA
1 Maintain the watertight integrity of the vessel at all times	1.1 Work is planned and carried out in accordance with established safety rules and regulations 1.2 Coverage and frequency of checks and inspections on the vessel's seaworthiness complies with safety rules and regulations 1.3 Degree of vessel security is commensurate with anticipated physical conditions and necessary vessel operations 1.4 Action taken in anticipation of environmental changes are timely and appropriate to the change 1.5 Instructions to subordinates are clear, concise and made at an appropriate time and place 1.6 Powered equipment is operated in accordance with manufacturer's instructions and codes of safe working practice 1.7 Action taken in the event of irregularities is appropriate to their significance and designed to maximise watertight integrity records on actions taken to ensure watertight integrity are complete, accurate and comply with statutory commercial and enterprise requirements
2 Ensure the vessel's stability using simplified data	2.1 Stability analysis and weight distribution planning are conducted at a time, frequency and scope appropriate to the proposed nature of the voyage or operation 2.2 Weight distribution is designed to maintain the vessel within acceptable stability limits for all states of the voyage 2.3 Trim, draughts and list are suitable to safely and efficiently progress all vessel operations 2.4 Stability monitoring is conducted at a frequency and scope relevant to the nature, loaded state and speed of vessel operations, and is sufficient to ensure that stress and stability remain within acceptable limits at all times 2.5 Action taken where weight distribution has or could exceed acceptable limits is prompt and designed to maximise ship safety 2.6 Spurious or false information from stability analysis is promptly recognised

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Carried out	by self and subordinates in accordance with - statutory requirements - commercial requirements - operational requirements
Safety rules and regulations	- codes of practice - International Convention on Standards of Training, Certification and Watchkeeping for Fishing Vessel Personnel (STCW) 1995 - USL Code - codes of safe working practices - company and organisation safety at work rules and regulations
Vessel security	- openings - vent - hatches - ducting - lifting appliances and associated equipment - stores and equipment - large objects likely to be moved in a seaway - other means of avoiding damage - flooding and ensuring safe access - security at cargo stowage - assessment of possibility of cargo shift
Vessel operations	- operations involving loading, discharging and shifting of weights or fluids - overall passage as consumables are used or replenished - commercial operations
Action taken	- as a routine - prior to departure - on completion of operations or maintenance - in anticipation of change in environmental conditions
Stability	- transverse stability (static) - longitudinal stability (trim) - free surface effect
The sport and recreation industry	- covers industry sectors of community recreation, fitness, outdoor recreation and sport - significant roles played by activity organisations, industry peak bodies, professional organisations - large volunteer base - high turnover of volunteers

	• high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to ensure that the watertight integrity and stability of a small vessel is maintained using simplified stability data • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ comply with safety procedures ○ check and inspect vessel for seaworthiness ○ secure the vessel ○ use power operated equipment ○ anticipate and forecast change ○ issue instructions ○ deal with irregularities ○ maintain records ○ plan and analyse stability and stress for the proposed voyage ○ ensure list, trim and stability is acceptable for vessel operations ○ monitor vessel's stability by self and subordinates ○ take remedial action to correct stability condition ○ ensure stability analyses are reliable ○ ensure adequate GM during lifting operations ○ recognise causes and effects of free surface effect • Knowledge of ○ the various factors effecting the position of the centre of gravity and the effects of its position on the vessel including virtual rise of GM and free surface effect
Interdependent assessment of units	• This units must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ function of all items concerning masses affecting seaworthiness including liquid stowage and baffle effect ▪ construction of vessels and information available on ship's plans ▪ possible effects of moving objects in heavy weather ▪ enterprise policies and procedures relating to ensuring seaworthiness ▪ possible effects of heavy weather on vessel's structure ▪ occupational health and safety regulations ▪ principles and methods of ensuring water tight integrity

	▪ weather and weather systems sufficient to anticipate heavy weather ▪ possible damage that can be caused by severe motion affecting the vessel, including cargo shift ▪ effects of heavy weather on main plant and associated systems ▪ factors which may cause problems with ensuring watertight integrity and contingency measures to deal with them ▪ systems for monitoring effectiveness of watertight integrity ▪ hydrostatic stability data and maximum loading conditions ▪ various factors affecting the position of the centre of gravity and the effects of its position on the stability of the vessel especially during loading operations ▪ factors affecting GZ curves ▪ dangers to vessels with large angles of heel and precautions to be taken when righting them ▪ relevant notices to mariners ▪ the effects of bilging or flooding and the principles of damage control ▪ specific effects on stability and stress caused by the type of vessel or the nature of the operation ▪ possible causes of cargo shift • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ using power operated equipment such as cranes, derricks, winches, power-blocks and deck hatches within stability limits ▪ checking and inspecting vessel for seaworthiness ▪ securing gear using lashing, tommying, pound boards and patent securing arrangements ▪ loading, discharging and transferring stores, operational equipment, cargo, ballast fuel and consumables within stability limits ○ Literacy skills used for ▪ reading and interpreting: ▪ codes of practices and regulations ▪ manufacturer's instructions ▪ weather data ▪ keeping and maintaining records ○ Numeracy skills used for ▪ reading simplified stability data
Resource implications	• Physical resources - assessment of this competency requires access to ○ power operated equipment ○ surveyed vessel ○ appropriate weather data systems ○ simulator • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework

	(AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	1	2	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP402A	MANAGE THE VESSEL'S COMPLIANCE WITH OPERATIONAL AND LEGISLATIVE REQUIREMENTS
BOP	Boating operations

DESCRIPTION: This unit involves taking the overall command *responsibility* for ensuring that all aspects of shipboard operations comply with operational and government requirements specified by the relevant marine legislation.

ELEMENT	PERFORMANCE CRITERIA
1 Manage the holdings, distribution and validity of all vessel documentation	1.1 Documentation held by the ship is proved to be complete against authorised inventory 1.2 Certification extensions and requirements for renewals are timely and ensure continuous validity 1.3 Survey items and equipment, with respect to certificate conditions, are in a state which reflects continuing effective programs of tests, checks and maintenance 1.4 Arrangements for renewals and surveys are timely and comply with enterprise and issuing authority requirements 1.5 Ship's documents reflect adherence to procedures where the validity of certification may be affected by damage, alterations or additions to the vessel or operations 1.6 Procedures are developed to ensure that only authorised personnel access documents 1.7 Certificates and documentation are stored in a manner which optimises their use and accessibility for the prosecution of ship's business
2 Ensure all records comply with enterprise and government requirements	2.1 Records are clear concise and accurate 2.2 Records comply with government and enterprise requirements for convention and format 2.3 The level and detail is sufficient to meet the objectives for maintaining the records 2.4 Records are corrected in such a manner as to maintain their validity 2.5 Documentation is secure and confidentiality is maintained in accordance with specific procedures 2.6 Computer backup procedures follow good operating practices and enterprise procedures 2.7 Records and reports are distributed to the required authority at appropriate times and places 2.8 Storage method and duration comply with government and enterprise requirements
3 Ensure all operations comply with legislative requirements	3.1 Procedures for monitoring operations and maintenance according to government requirements are followed 3.2 Areas and plant equipment are checked and inspected regularly and according to enterprise procedures 3.3 Problems that may lead to potential non-compliance are promptly and fully identified 3.4 Remedial action is timely and ensures compliance with government requirements 3.5 Training and instruction on procedures ensures subordinates comply with regulations 3.6 Advice to others on the legitimacy of operations is accurate and given at an appropriate time 3.7 Failure to comply with procedures is identified and dealt with according to enterprise procedures and relevant legislation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Responsibility	for all documentation from all departments • renewal of certificates • extension of certificates • arrangement of surveys all shipboard operations and maintenance complying with legislation including International Convention for the Prevention of Pollution from Ships (MARPOL), 1973, 1978 • official log books • master's statutory requirements for records • crew record including all documentation • organisational record • at all times • at a personal level • delegated ○ when implementing maintenance programs to related equipment ○ for related surveys ○ to heads of departments for records in their areas of responsibility ○ to subordinates for specific records ○ to individuals ○ to contractors
Documentation	• conditions of assignment • government requirements • classification requirements • commercial requirements • insurance requirements • foreign flag state requirements
Records	required by • statute • company regulations • enterprise procedures made by • computers • manual methods • recording devices

	of • operations • maintenance • personnel matters
Advice	given • on own request • on own instigation
Legislation	• all relevant legislation including that arising out of MARPOL 73/78 • other applicable to anti-pollution legislation • specific foreign legislation applying to regular trades, for example, quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW 1978) • Uniform Shipping Laws (USL) Code • Marine Emergency Response Search and Rescue (MERSAR)
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to assume the overall command responsibility for ensuring that all aspects of shipboard operations comply with commercial and legislative requirements specified by the relevant marine acts • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ identify trends and developments in legislation which affect shipboard operations ○ know specific common regulations affecting operations on board ship ○ personally access, use and check documentation ○ maintain survey items and arrange for survey ○ maintain validity during change or alteration to vessel or vessel operations ○ produce clear, concise and accurate records ○ maintain security and backup procedures for records and documentation ○ distribute records to the required authority at appropriate times and places ○ maintain procedures and routines for monitoring and inspection of areas, plant, equipment and maintenance according to legislative requirements and organisational policy ○ identify problems and take remedial action which complies with statutory requirements ○ ensure others comply with regulations through training, instruction and advice ○ maintain procedures and routines according to regulations and organisational policy ○ identify potential problems with regard to pollution and take appropriate remedial action • Knowledge of ○ how to find out legislation requirements relating to: ▪ Statutory certification ▪ survey ▪ records ▪ pollution ○ the relationship between International Maritime Organisation (IMO) Conventions and legislation ○ International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW 1978) ○ USL Code
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

	○ Nil
Required knowledge and skills	• Required knowledge ○ The underpinning knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ Legislation requirements relating to ▪ statutory certification ▪ survey ▪ records ▪ pollution ▪ Enterprise policies, practices and procedures relating to ▪ statutory certification ▪ survey ▪ records ▪ pollution ▪ Relationship between International Maritime Organisation (IMO) Conventions and legislation ▪ Statutory status of the annexes to International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) ▪ Details for monitoring and disposal of pollutants ▪ Statutory, enterprise and vessel requirements for the carriage of documentation, as well as keeping and accessing of accurate records ▪ Sources of reference and information on detailed survey and certification requirements ▪ Relevant enterprise policies and procedures relating to avoiding pollution ▪ All aspects of operations within the enterprise for which the master is responsible ▪ Systems and methods used for recording, retrieving and storing information, and their strengths and limitations ▪ Procedures for maintaining the security and confidentiality of information • Required skills ○ The essential skills a person needs to perform work to the required standard include ○ Organising, storing and retrieving information by using manual and electronic means ○ Writing records in an acceptable format ○ Literacy skills used for ▪ reading and interpreting ▪ legislation ▪ enterprise policies and procedures ▪ records and documentation ▪ writing and keeping of records and communications with statutory and organisational bodies ○ Numeracy skills used for ▪ checking and recording data relating to survey requirements
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ surveyed vessel ○ computer facilities for record keeping ○ legislation, notices, organisational policies, procedures and

	regulations - Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	1	2	2	-	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP403A	MONITOR AND CONTROL SEARCH AND RESCUE OPERATIONS
BOP	Boating operations

DESCRIPTION: This unit involves monitoring, controlling and undertaking search and rescue operations at sea. The action may be in response to instructions or requests received from an external agency.

ELEMENT	PERFORMANCE CRITERIA
1 Respond to a distress signal	1.1 Distress and emergency signals are recognised immediately 1.2 Communications relating to the distress comply with international regulations and procedures 1.3 Identification derived on the position and nature of the distress is the most comprehensive information given 1.4 Reports of the distress made to personnel are complete and at a time appropriate to the nature of the distress 1.5 Further action complies with contingency planning and skipper's instructions
2 Plan and implement a coordinated rescue approach to distress	2.1 Level and nature of the assistance provided is based on a realistic assessment of the practicability and ability of own vessel to help 2.2 Communications are maintained in line with international regulations and procedures 2.3 Plans for search and rescue procedures are designed to minimise risk to own vessel and crew and comply as close as possible with maritime search and rescue plans 2.4 Organisation and command chain with other stations involved in the distress complies with maritime search and rescue plans 2.5 Manoeuvres to implement search and rescue are taken promptly and with due regard to the existing circumstances and conditions 2.6 Duration of search and rescue is appropriate to the level and nature of distress and the existing circumstances and conditions 2.7 Records of the incident are complete and accurate and comply with statutory requirements

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Respond	actions are taken within the limitations of the individual's responsibility when in charge of a navigational watch • identify • communicate • inform and seek advice • establish distress position • implement contingency plans sources of distress signal or request for assistance include • ship at sea • land based • search and rescue coordination centre in areas such as • narrow waters • coastal waters • ocean waters
Signals	• radio ○ distress ○ urgency ○ safety • visual
International regulations and procedures	• International Regulations for the Preventing Collisions at Sea (COLREG) 1972 • International Convention on Standards of Training, Certification and Watch keeping (STCW), 1978 • USL code
Level and nature of the assistance	• record and relay distress • rendezvous with distress • implement search and rescue procedures ○ as only vessel involved ○ as instructed
Own vessel	• only respondent to the distress • one of a number of respondent
Communications	with the

	• distress • other vessels • search and rescue authorities • aircraft
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to monitor, control and undertake search and rescue operations at sea • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ monitor and control search and rescue operations at sea • Ability to ○ obtain and provide information on a distress ○ initiate search and rescue action ○ provide contingency plans ○ manage a watch after receipt of a distress signal. • Knowledge of ○ distress signals
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due to its likely inclusion in a group of units that may be used as the basis for the issue of licences by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ distress and emergency signals ▪ nature of information required from a vessel in distress ▪ specific types of distress, for example, submarine sunk, aircraft down ▪ communications procedures in an emergency ▪ initial actions to be taken on sighting or receiving a distress signal ▪ procedures to be taken upon sighting a wreck, derelict or hazard to navigation ▪ type of response expected to distress, urgency and safety signals ▪ principles determining the length and duration of a search ▪ drift patterns of disabled vessels in relation to wind and current ▪ difficulties in sighting various types of vessel, aircraft and survival craft ▪ search and rescue procedures ▪ chain of command for search and rescue coordination ▪ procedures for taking survivors on board • Required skills ○ The essential skills a person needs to perform work to the required standard include

	▪ recognising the distress signals listed in the current International Rules for Preventing Collisions at Sea ▪ fixing position of distress ▪ devising and charting a search plan ○ Literacy skills used for ▪ making log entries ○ Numeracy skills used for ▪ recording data
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ search and rescue scenarios ○ real or simulated distress signals ○ appropriate international regulations and procedures • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	3	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP404A	MONITOR AND CONTROL THE VESSEL DURING NAVIGATION
BOP	Boating operations

DESCRIPTION: This unit involves monitoring and controlling navigation while underway and at anchor.

ELEMENT	PERFORMANCE CRITERIA
1 Maintain navigation folios and related documentation	1.1 Charts, publications and documents are the most up to date version available 1.2 Charts, publications and documents used reflect regular and accurate correction 1.3 Presentation and filing of navigational warnings conforms to an approved format 1.4 Handling and storage of charts and publications promotes their access, utility and length of life 1.5 Chart correction records are accurate and conform to an approved format 1.6 Information that is new or updated is selected from relevant sources at appropriate intervals
2 Fix the vessels position when underway and at anchor	2.1 Primary position fixing method selected is the most appropriate to the existing circumstances and conditions 2.2 Time interval between fixes is appropriate to the prevailing navigation conditions 2.3 Position is accurately obtained within acceptable instrument or system errors 2.4 Continuous monitoring is used in addition to historic fixes 2.5 Performance checks and tests to navigation position fixing systems comply with manufacturer's recommendations and enterprise procedures 2.6 Position of the vessel is recorded in a manner that complies with enterprise procedures and good seamanship 2.7 Verification of primary position fixing is frequent, regular and utilises the most appropriate method
3 Adjust the vessel's course and speed to maintain the safety of navigation	3.1 Decisions required for amendments to course or speed are timely, obvious and in accordance with accepted navigation practice 3.2 Actions taken to alter the vessel's course or speed are timely and comply with the International Regulations for Preventing Collisions at Sea 3.3 Vessel is navigated at a safe speed appropriate to the existing circumstances and conditions 3.4 Adjustments made to the vessel's course and speed are effective and do not put the vessel at risk with respect to other traffic or hazards 3.5 Adjustments made to the vessel's course and speed take account of overall passage plan requirements 3.6 Signals relevant for manoeuvring required by the International Regulations for Preventing Collisions at Sea are made at the appropriate time 3.7 Confirmation of the effectiveness of adjustments to course and speed is timely and utilises appropriate navigation techniques 3.8 Operating limits of vessel propulsion, steering and power systems are not exceeded in normal manoeuvres

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Charts, publications and documents	• navigational charts • publications from the Australian Hydrographer or British Admiralty ○ radio signals ○ light lists ○ sailing directions ○ tide tables ○ catalogues • navigation warnings ○ weather reports and faxes
Relevant sources	of information from • annual and weekly notices to mariners • radio navigation warnings • navigation warning files • local navigation warnings
Position fixing	using methods of • visual • RADAR, stabilised or unstabilised • continuous position monitoring • satellite • ships compass and hand held compass • dead reckoning
Good seamanship	• International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW), 1978 • International Convention for the Safety of Life at Sea (SOLAS), 1960 and 1974 • International Regulations for Preventing Collisions at Sea (COLREG), 1972 • International Convention for the Prevention of Pollution from Ships (MARPOL), 1973, 1978
Amendments	of course or speed to • avoid collision • correct for actual deviation from track • correct for anticipated deviation • correct for compass errors • avoid severe weather • accommodate vessel operations

Conditions	routines to be maintained when in charge of the bridge watch • during the day • at night • in close proximity to hazards • in narrow waters • in coastal waters • in open ocean areas • in severe weather conditions • in poor visibility • when under pilotage or at anchor • such as ○ stopping distance relative to speed ○ going astern ○ manoeuvring in the vicinity of pilot vessels and other craft ○ picking up a pilot ○ turning short around ○ bringing the vessel up to a single anchor in an emergency ○ crew overboard
The sport and recreation industry	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to monitor and control navigation while underway and at anchor • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ monitor and control the vessel by performing navigational tasks such as position fixing and course alterations ○ correct, update and replace charts and publications ○ handle and store charts and publications ○ maintain files of navigation warnings if applicable ○ ensure light and sound signals agree with existing circumstances and conditions ○ ensure a proper lookout is maintained ○ test and check bridge equipment ○ identify hazards ○ call the skipper ○ comply with accepted navigational methodology and the skipper's requirements for position fixing ○ obtain, correct and plot position lines and positions on navigational charts ○ comply with requirements and recommendations for the testing of position fixing systems for reliability ○ make an assessment of a range of situations including safe speed and prevailing conditions ○ comply with the International Regulations for Preventing Collisions at Sea ○ act effectively ○ safely operate a vessel's manoeuvring system ○ safely and effectively execute a range of manoeuvres ○ control manoeuvres ○ select steering systems and settings • Knowledge of ○ when and how to check information or status and seek assistance where necessary
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP202A Contribute to safe navigation
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ principles relating to

	▪ passage planning ▪ RADAR, stabilised / unstabilised, display type and automated plotting sufficient to understand their limitations and safe use ▪ ship stability with respect to angles of heel, lists, loll, rolling and pitching ▪ cause and effects of gyro and magnetic compass error ▪ gyro compass ▪ operation of Doppler and electromagnetic logs ▪ magnetic compasses ▪ operation of RADAR equipment ▪ satellite fixing methods ▪ echo sounding equipment ▪ meteorology for forecasting wind direction and speed and sea state arising from a wide range of phenomena ▪ causes of tides and currents ▪ effects of shallow water and narrow channels ▪ manoeuvring characteristics of the vessel and the factors affecting it ▪ interaction between vessels ▪ transverse thrust ▪ limitations of bow thrusters ▪ tugs ▪ other manoeuvring systems where performance evidence is sought ▪ settings of automated steering systems ▪ meteorology in sufficient depth to ▪ interpret weather forecasts ▪ forecast weather for the watch by reference to physical observation ▪ identify imminent changes in weather ▪ estimate the sea state resulting from weather, fetch, swell and current forecast from a weather report or chart ▪ procedures relating to ▪ obtaining general meteorological information ▪ obtaining information specific to the nature of a cyclone as it affects the operation ▪ ordering procedures for charts and publications and any system designed to automatically order new editions and replacements ▪ cross checking information contained in notices to mariners to ensure the validity of charts and publications ▪ occasions when convention is to seek assistance ▪ information necessary to hand over a bridge watch ▪ statutory and organisational requirements for performance checking and recording ▪ selecting primary and secondary position fixing methods from those available ▪ frequency of position fixing ▪ methods and use of the various position fixing systems ▪ assessing the risk of collision by visual, RADAR and automatic plotting means ▪ using of helm and engines ▪ assessing leeway

	▪ assessing set and drift ▪ maintaining a proper lookout ▪ communicating with bridge and engine room personnel ▪ emergency manoeuvres, such as beaching, grounding and refloating ▪ information available on charts especially latitude, longitude, depth, distance and direction ▪ effect of wind direction and speed and sea state ▪ effect of cyclones on operations ▪ symbols and abbreviations contained in charts and publications ▪ content of all navigational charts and publications available to the mariners contained in the chart catalogue ▪ chart folio system ▪ International Regulations for Preventing Collisions at Sea, (COLREG), 1972 ▪ bridge procedures guides ▪ enterprise guidelines ▪ International Maritime Organisation (IMO) operational guidance for officers in charge of a navigational watch ▪ using autopilot and associated settings ▪ further references to keeping a safe navigational watch contained in marine notices ▪ different types of anchors and their advantages ▪ bridge equipment and the possible types of faults and how they could affect safe navigation ▪ forces effecting the vessel in a seaway and how it is constructed to counter them ▪ buoyage systems ▪ fixed and variable errors on navigational systems, including RADAR ▪ operational control and adjustment of navigation systems, including RADAR ▪ expected reliability of fixes from the various navigation systems ▪ satellite fixing methods ▪ steering and sailing rules contained in the International Regulations for Preventing Collisions at Sea ▪ specific local regulations where applicable ▪ effect of tides and currents on vessel track ▪ a particular vessel's manoeuvring characteristics ▪ practical limitations of the vessel's manoeuvring equipment and propulsion systems • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ using charts from Australian and overseas sources ▪ monitoring ▪ traffic by RADAR, visual and aural methods ▪ present and forecasted weather ▪ the safety of the vessel and personnel ▪ bridge equipment and instrumentation including performance checks, tests and identification of errors ▪ position ▪ speed

	▪ obtaining information and assistance from ▪ skipper ▪ heads of department ▪ colleagues ▪ navigating ▪ underway ▪ at anchor ▪ systems such as global positioning ▪ use RADAR to obtain ▪ collision avoidance data ▪ ranges ▪ bearings ▪ closest point of approach and time arrival at other vessels ▪ movement in relation to other vessels ▪ use satellite navigation systems ▪ use continuous position monitoring ▪ parallel indexing techniques ▪ observation of buoyage ▪ use of echo sounding equipment ▪ dead reckoning ▪ compass error ▪ auto pilot setting ▪ meteorology sufficient to ▪ forecast wind direction and speed and sea state ▪ changes to prevailing weather ▪ determine safe speed in anticipated sea conditions arising from weather ▪ identifying anchorages ▪ in open waters ▪ in restricted waters ▪ identifying causes of deviations from track ▪ wind ▪ current ▪ tide ▪ sea state ▪ assessing ▪ risk of collision by visual means, RADAR and automatic plotting ▪ magnitude and direction of leeway ▪ set, rate and drift of current ▪ altering course and speed to ▪ return the vessel to a planned track when deviated ▪ maintain a desired course made good ▪ avoid a risk of collision when obliged to give way or stand on ▪ obtain a safe speed ▪ performing standard manoeuvres ▪ stopping ▪ going astern ▪ manoeuvring in the vicinity of pilot vessels and other craft ▪ picking up a pilot and making a lee ▪ turning short around ▪ course alterations ▪ performing emergency manoeuvres ▪ bringing the vessel to a single anchor in an emergency ▪ crew overboard ▪ manoeuvres to minimise danger in the event of an imminent collision ▪ turning in heavy weather ▪ rudder cycling

	▪ hove to in heavy weather ▪ launch tender for personnel recovery ▪ using various vessel configurations ▪ fixed and controllable pitch propellers ▪ single and twin screw ▪ thrusters ▪ nozzles ▪ engine types ▪ Literacy skills used for ▪ recording information ▪ on charts ▪ in enterprise records ▪ for supply to other personnel ▪ to include notes on abnormalities or difficulties in operation ▪ reading information from ▪ charts ▪ radio navigation warnings ▪ lists of radio signals ▪ light lists ▪ sailing directions ▪ catalogues ▪ publications ▪ Numeracy skills used for ▪ reading tide tables
Resource implications	• Physical resources - assessment of this competency requires access to ○ workplace or in a simulated workplace environment ○ fully operational vessel with a range of buoyage, traffic and navigational conditions ○ suitable simulations of the same • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over a Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be

	demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP501A	CONTROL OVERALL SAFETY OF NAVIGATION OPERATIONS
BOP	Boating operations

DESCRIPTION: This unit involves directing navigational personnel and issuing guidelines and instructions.

ELEMENT	PERFORMANCE CRITERIA
1 Define navigational policy for the voyage	1.1 Instructions and orders are clear, implicit and comply with enterprise procedures 1.2 Instructions and orders are based on up to date and reliable information and relate to the specific requirements of the voyage 1.3 Limits of responsibility are clearly defined 1.4 Planned contingency action complies with good navigational practice and relates to realistic scenarios 1.5 Necessary instructions reflect the differing navigational experience of personnel and the specific requirements of the voyage
2 Provide navigation support when required	2.1 Assessment of the situation is complete and made at an optimum time with respect to the existing circumstances 2.2 Advice offered is timely, effective and best suited to the existing circumstances 2.3 Necessary immediate action is effective and reflects the urgency of the situation 2.4 Times and occasions for taking control of navigation recognise the competence of subordinate personnel and the complexity of the situation 2.5 Written instructions are complete and reflect good navigation practice, enterprise and government 2.6 Action taken maximises the navigational safety of the vessel at all times and complies with good navigational practice

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Instructions and orders	include • navigation standing orders • limitations and guidelines for passage planning • contingency plans for navigational incidents
Information	from • own experience • other departments • navigational personnel • publications • outside bodies, for example, weather routing services • radio stations
Voyage	• inshore • offshore • Australian coastal and middle waters • world wide
Good navigational practice	• International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW), 1978 • International Regulations for Preventing Collisions at Sea (COLREG), 1972
Assessment	• on arrival on bridge • at regular intervals
Advice	given • verbally • in writing
Action	• monitoring subordinates • advising subordinates • relieving subordinates • taken ○ on request ○ for specified situations ○ during contingencies ○ when considered necessary
The sport and	• covers industry sectors of community recreation, fitness, outdoor

recreation industry	recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to direct navigational personnel and to issue guidelines and instructions • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm ability to • develop the content of orders and instructions • define the limits of responsibility • develop contingency plans • amend and update navigational information • assess the situation • advise subordinates • implement immediate action • take control of navigation • write instructions • produce effective navigational procedures • Knowledge of • effective navigational policy, procedures and systems
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) • Nil • This unit must be assessed in conjunction with the following unit(s) • Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) • SFISHIP503A Prepare and plan the voyage
Required knowledge and skills	• Required knowledge • The underpinning knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies • The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ vessel and company objectives, priorities, plans and delegation of responsibility with respect to safe navigation ▪ relevant company policies and procedures regarding navigational management ▪ navigational quality and working conditions ▪ application of legislation and international requirements ▪ operation of machinery and control systems ▪ vessel navigational objectives and plans ▪ operational procedures regarding navigation including approval of passage planning ▪ relevant navigational policies and procedures ▪ legislative requirements ▪ competence of watch keeping personnel ▪ operation of machinery and control systems ▪ principles and methods relating to ▪ establishing, defining and reviewing objectives and performance measures, including resource

	- allocation ▪ identifying competence requirements in relation to forecast navigational demands ▪ forming and managing bridge teams ▪ identifying, defining and assessing the competence of individual navigational personnel ▪ defining and allocating responsibilities and authority ▪ assessing and evaluating navigation information ▪ seeking and exchanging navigational information and offering advice and support ▪ assessing alternative courses of action ▪ processes and systems relating to the control of navigation ▪ the likely needs and concerns of watch keeping personnel for information and advice ▪ the courses of action that could be taken to deal with contingencies and the likely consequences of each ▪ available publications and sources of advice that may be referenced ▪ weather forecasting and weather routing ▪ navigation risks and contingent factors affecting voyage objectives ▪ severe weather conditions ▪ action to avoid collision in multiple vessel situations • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ producing standing orders and contingency plans for ▪ calling the skipper ▪ conduct in restricted visibility ▪ requirements for lookouts ▪ use of steering systems ▪ use and correction of charts and publications ▪ use of navigational aids ▪ the watch complement in special circumstances ▪ the need for checking information in order to minimise the risk of 'one person errors' ▪ radio communications ▪ plans for emergency situations ▪ explicit instructions for acting as watch keeper in sole charge of a watch ▪ acting as a watch keeper when skipper is in charge of navigation ▪ acting as a watch keeper with a pilot on board ▪ producing passage planning guide lines addressing ▪ type of sailing required ▪ route preferences and restrictions ▪ prohibited and hazardous areas ▪ receiving and providing advice in situations when ▪ restricted visibility is encountered or expected ▪ traffic conditions or other vessels are giving rise for concern ▪ difficulty is experienced in maintaining course ▪ land, navigation marks or soundings are not sighted or obtained by the expected time ▪ unexpected land or navigation marks are sighted or an unexpected change in sounding occurs ▪ heavy weather may result in damage or imperil the vessel

	▪ meeting any hazard to navigation ▪ meeting any situation where the watch keeper is in doubt ▪ receiving and providing advice during contingencies for ▪ imminent collision or collision ▪ stranding ▪ fire ▪ flooding ▪ crew overboard ▪ dragging anchor ▪ systems failure effecting navigation, including main engine, steering, compass or bridge control ○ Literacy skills used for ▪ providing written advice for ▪ night orders ▪ specific instructions for areas of complex navigation ▪ relevant sections of navigation standing orders ○ Numeracy skills used for ▪ using charts and other navigational aids
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ realistic scenarios for assessing the systems developed ○ vessel simulator • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	3	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP502A	ENSURE THE SEAWORTHINESS OF THE VESSEL
BOP	Boating operations

DESCRIPTION: This unit involves ensuring the watertight integrity, stability and security of vessels operating inshore, offshore, in Australian coastal and middle waters and/or world-wide.

ELEMENT	PERFORMANCE CRITERIA
1 Maintain watertight integrity of the vessel at all times	1.1 Work is planned and carried out in accordance with established safety rules and regulation 1.2 Coverage and frequency of checks and inspections on the vessel's seaworthiness complies with the established safety rules and regulations 1.3 Degree of vessel security is commensurate with anticipated physical conditions and necessary vessel operations 1.4 Action taken in anticipation of environmental changes are timely and appropriate to the change 1.5 Instructions to subordinates are clear, concise and made at an appropriate time and place 1.6 Powered equipment is operated in accordance with manufacturer's instructions and codes of safe working practice 1.7 Action taken in the event of irregularities is appropriate to their significance and designed to maximise watertight integrity 1.8 Records on actions taken to ensure watertight integrity are complete, accurate and comply with statutory commercial and enterprise requirements
2 Ensure the vessel's stress and stability for all stages of the voyage	2.1 Stability calculations and weight distribution planning is conducted at a time, frequency and scope appropriate to the proposed nature of the voyage or operation 2.2 Weight distribution is designed to maintain the vessel within acceptable stability and stress limits for all states of the voyage 2.3 Trim, draughts and list are suitable to safely and efficiently progress all vessel operations 2.4 Stability and stress monitoring is conducted in time and scope relevant to the nature and speed of vessel operations, and sufficient enough to ensure that stress and stability remain within acceptable limits at all times 2.5 Action taken where weight distribution is compromising ship safety, is prompt and designed to maximise safety 2.6 Tests and checks that are performed on computer-based stability programs are conducted at a frequency and scope that conform to manufacturer's instructions 2.7 Information from stress and stability calculations that is spurious or false is promptly recognised

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Carried out	by self and subordinates in accordance with • statutory requirements • commercial requirements • operational requirements
Safety rules and regulations	• codes of practice ◦ International Convention on Standards of Training, Certification and Watch keeping for Seafarers (STCW), 1978 ◦ USL Code • codes of safe working practices, including application and interpretation of information and calculations in vessel stability booklet • enterprise safety at work rules and procedures
Vessel security	• openings • lifting appliances and associated equipment • stores and equipment • large objects likely to be moved in a seaway • other means of avoiding damage • flooding and ensuring safe access • at cargo stowage • assessment of possibility of cargo shift
Vessel operations	• operations involving loading, discharging and shifting of weights • overall passage as consumables are used or replenished • commercial operations • periods of re-fit including dry-docking
Environmental changes	• weather • tides • current • visibility
Action taken	• as a routine • prior to departure • on completion of operations or maintenance • in anticipation of change in environmental conditions
Irregularities	• flooding • heavy weather damage • damage to watertight sealing arrangements
Stability and stress	• transverse stability, both dynamic and static

	• longitudinal stability • free surface effect • torsion • bending moments • shear forces • damage stability
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to ensure that the watertight integrity and stability is maintained on vessels involved in unlimited operational areas • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to • ○ comply with safety procedures ○ check and inspect vessel for seaworthiness ○ secure the vessel ○ use power operated equipment ○ anticipate and forecast weather change ○ issue instructions ○ anticipate and deal with irregularities ○ maintain records ○ plan and calculate stability and stress parameters for the proposed voyage ○ correctly list and trim to acceptable standards for vessel operations ○ monitor vessel's stability by self and subordinates ○ take remedial action to correct stability condition ○ ensure stability calculations are reliable ○ initiate and perform tests and checks on computer-based stability programs ○ perform stability and stress calculations ○ ensure adequate GM during lifting operations ○ recognise causes and effects of free surface effect • Knowledge of ○ occupational health and safety rules and regulations ○ hydrostatic stability and stress data ○ various factors effecting the position of the centre of gravity and the effects of its position on the vessel, including virtual rise of GM and free surface effect ○ factors affecting GZ curves ○ stability at moderate and large angles of heel ○ dangers to vessels with large angle of heel and precautions to be taken when righting them ○ relevant marine notices ○ effects of bilging or flooding and the principles of damage control ○ torsional stress when applied to ships ○ methods for compensating for discontinuity of strength, local and special stiffening ○ longitudinal stability ○ specific effects on stability and stress caused by type of ship or nature of trade
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil

	- For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SFISHIP401A Ensure the seaworthiness of the vessel (simplified stability criteria)
Required knowledge and skills	- Required knowledge - The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies - The essential knowledge and understanding a person needs to perform work to the required standard includes - function of all aspects of load line items for all areas affecting seaworthiness - construction of vessels and the information available on ship's plans and stability parameters - company policies and procedures relating to ensuring seaworthiness - possible effects of heavy weather on ship's structure - health and safety regulations - principles of vessel stability - principles and methods relating to ensuring watertight integrity - weather and weather systems sufficient to anticipate heavy weather - possible damage that can be caused by severe motion effecting the vessel - the effects of heavy weather on the plant and associated systems - factors which may cause problems with ensuring watertight integrity and contingency measures to deal with them - systems for monitoring effectiveness of watertight integrity - possible causes and effects of cargo shift - Required skills - The essential skills a person needs to perform work to the required standard include - using power operated equipment such as cranes, derricks, winches, power-blocks and deck hatches - checking and inspecting vessel for seaworthiness - securing the vessel using lashing, tommying, pound boards and patent securing arrangements - issuing instruction - Literacy skills used for - reading and interpreting - codes of practices and regulations - manufacturer's instructions - weather data - keeping and maintaining records - Numeracy skills used for - reading and calculating hydrostatic stability and stress data
Resource implications	- Physical resources - assessment of this competency requires access to - the workplace or in a simulated workplace environment - power operated equipment - surveyed vessel - appropriate weather data systems - stability information - computer-based stability program

	○ simulator • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	• This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	1	3	1	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SFISHIP503A	PREPARE AND PLAN THE VOYAGE
BOP	Boating operations

DESCRIPTION: This unit involves planning and recording a voyage (inshore, offshore, Australian coastal and middle waters and/or world-wide), including making amendments when on passage.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare a passage plan	1.1 Charts and publications appropriate to the proposed passage are selected 1.2 All relevant information required for an appraisal of the intended passage is obtained and collated 1.3 Areas and safe havens in which it is possible to navigate and remain safely afloat are accurately identified 1.4 Appropriate warnings and precautions are shown in the plan for specified areas of marine hazard 1.5 Planned track is designed to clear hazards at as safe a distance as is practical and is within given guidelines and vessel limitations 1.6 Courses and distances for the voyage are evaluated accurately 1.7 Passage plan is complete and fully documented 1.8 Team members are briefed prior to voyage
2 Record and adjust the passage plan	2.1 All relevant information is accurately plotted on the largest scale charts available 2.2 Information is presented using accepted navigational notation 2.3 Electronic navigational systems are correctly programmed and updated with passage plan information 2.4 Records of key elements are in an approved format suitable for reference 2.5 Approved alterations to the plan are accurately evaluated, plotted and recorded

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Passage	from berth to berth • including ○ narrow waters ○ coastal waters ○ ocean areas
Passage plan	to include evaluation and recording of • meteorological and oceanic conditions • restricted visibility • traffic • courses and distances • speeds • course alteration points • under keel clearance • position fixing methods in high risk areas • contingency plans • to be completely evaluated before commencement of voyage • to include 'on voyage' alterations made necessary during passage
The sport and recreation industry	• covers industry sectors of community recreation, fitness, outdoor recreation and sport • significant roles played by activity organisations, industry peak bodies, professional organisations • large volunteer base • high turnover of volunteers • high levels of part time and casual employment • irregular working hours • relatively few professional positions • workforce employed mostly in operational positions • mainly small business or self-employed personnel • slow to take up technology • over 2/3 of the sport and recreation industry have no formal/recognised qualifications • significant reliance upon industry credentials and involvement in the activity itself

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge to plan and record a voyage in inshore, offshore, Australian coastal and middle waters and/or world-wide, including amendments when on passage • Assessment of performance should be over a period of time covering all categories from the Range Statements applicable to the learner's work environment • In particular, assessment must confirm the ability to ○ prepare for the development of a passage plan ○ 'Outline plan' the route ○ identify the intended route ○ evaluate and record key parts of the plan ○ plot all relevant passage planning information on navigational charts using accepted notation ○ program navigational systems to include way points on navigational systems and charts and clearing lines on RADAR systems ○ record ancillary information for reference ○ evaluate and record necessary alterations during passage ○ highlighting zone hazards • Knowledge of ○ resources available to assist passage planning
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SFISHIP501A Control overall safety of navigation operations
Required knowledge and skills	• Required knowledge ○ The required knowledge identified for this unit goes into more depth due its likely inclusion in a group of units that may be used as the basis for the issue of licenses by regulatory bodies ○ The essential knowledge and understanding a person needs to perform work to the required standard includes ▪ World-wide and local currents and tides ▪ use of sailing directions, routing charts and other routing publications ▪ range and characteristics of navigational marks ▪ availability and coverage of radio navigation systems ▪ World-wide and local climatological conditions ▪ vessel's manoeuvring characteristics ○ Principles relating to ▪ Mercator sailing ▪ Great circle sailing ▪ Composite sailing ▪ passage planning generally, including chart notations ▪ weather routing ▪ navigation in extremes of conditions ▪ tidal calculations

	▪ features of Mercator and gnomonic charts ▪ continuous monitoring techniques using RADAR ○ Procedures relating to ▪ passage planning ▪ plotting on navigational charts ▪ evaluation of course and distance ▪ rendezvousing with another vessel ▪ operating electronic navigation equipment • Required skills ○ The essential skills a person needs to perform work to the required standard include ▪ using courses and distances with Mercator and great circle sailing ▪ determining safe speeds, speed alterations required and the identification of areas where a change in engine status is required ▪ determining course alteration and wheel over positions ▪ determining minimum under keel clearance required in critical areas ○ Determining the height of tide required to ▪ pass over a point ▪ pass under an obstruction ▪ allow for squat and trim ▪ develop contingency plans for emergency situations in critical navigation areas ○ Determining position fixing methods ▪ identification of available methods ▪ identification of points and areas where accuracy of position fixing is critical ▪ recommended primary and secondary position fixing methods ○ Literacy skills used for ▪ reading sailing directions ▪ reading other sources of information ▪ making written instructions and annotations ○ Numeracy skills used for ▪ estimating time, speed and distance ▪ programming navigational systems
Resource implications	• Physical resources - assessment of this competency requires access to ○ the workplace or in a simulated workplace environment ○ sources of information required for passage planning ○ appropriate charts covering intended routes ○ navigation systems ○ vessel simulator • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable in the work environment
Context for assessment	- This unit of competency must be assessed in the context of sport and recreation activity. For valid and reliable assessment, the sport or recreation activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	2	2	1	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

BUSHWALKING

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SROBWG001A	DEMONSTRATE BUSHWALKING SKILLS IN TRACKED OR EASY UNTRACKED AREAS
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required that relate specifically to bushwalking in a non-urban environment under the supervision of a suitably qualified leader for a period of up to two day's duration.

Tracked or easy untracked areas are reliably marked on maps and are obvious on the ground, tracks are inspected on a regular basis and road or other safe collecting features are easily reached within 2 hours by applying elementary navigation principles.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for bushwalking	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition and fitting is correct 1.2 Pack backpack to ensure that heavy contents do not affect balance whilst walking and sharp contents are not protruding 1.3 Ensure pack weight is appropriate to body weight and level of fitness 1.4 Waterproof backpack contents, as required
2 Apply planning process to organising a bushwalk	2.1 Identify food and fluid requirements based on principles of nutrition and energy for a bushwalk 2.2 Plan a menu appropriate for the dietary requirements and personal tastes for a bushwalk 2.3 Identify and plan for emergency food requirements 2.4 Access information on water purification techniques 2.5 Address packing and storage of food and fluids issues appropriate to bushwalking 2.6 Select personal clothing for activity and identify the design/construction features that make it appropriate 2.7 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 2.8 Access and interpret meteorological data and determine activity plans following consideration of weather information
3 Demonstrate walking skills in a non-urban environment	3.1 Adopt appropriate posture when lifting and carrying backpack 3.2 Adjust backpack straps to ensure comfort and balance 3.3 Demonstrate compliance with relevant Codes of Ethics 3.4 Negotiate obstacles in a safe manner 3.5 Demonstrate appropriate ascending technique on slopes, when required 3.6 Demonstrate appropriate descending technique on slopes, when required
4 Demonstrate navigation skills in a non-urban environment	4.1 Select the appropriate map(s) for the intended walk 4.2 Apply information contained on the map(s) to plan an efficient route/course suitable to participant's abilities 4.3 Calculate accurate grid and magnetic bearings using a map and compass 4.4 Obtain additional information to assist in navigation from the map 4.5 Identify emergency or contingency escape routes 4.6 Orientate map to surroundings with and without the use of a compass 4.7 Follow a route in tracked or easy untracked areas, demonstrating use of navigation aids

	4.8 Apply techniques for estimating the distance travelled 4.9 Maintain, where necessary, a compass course whilst bypassing an obstacle 4.10 Select an efficient route/course choice for the surroundings and conditions
5 Walk in a safe manner	5.1 Identify hazards and minimise or eliminate risks where possible 5.2 Take measures to guard personal and group safety

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Ascending techniques	[all categories] • zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections
Additional information	[all categories] includes • altitude gain/loss • distance • gradient • features • estimated travelling time • magnetic bearings
Codes of ethics	[all categories] • minimum impact bushwalking code • "country code" with respect to gates, disturbing animals, traversing private property, etc
Contextual issues	[all categories] • season • weather • length of trip • personal requirements • safety requirements • water supply • terrain
Descending techniques	[all categories] • placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heel technique appropriate to circumstances
Equipment	[all categories] • footwear • backpack

	• food and water • torch • map(s) and compass • safety equipment, eg first aid kit • watch • appropriate clothing • shelter (overnight) • sleeping bag (overnight) • cooking system and utensils • communication equipment
Hazards	[all relevant categories] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain • snakes • biting insects • crocodiles • stinging trees and nettles • snow • dense vegetation • flooding • bushfires/fire danger • soft ground or mud • lightning
Measures	[all categories] • maintaining distance between walkers appropriate to terrain and conditions • positioning to avoid injury caused by other walkers, eg, rock fall, branch "snap back" • observation of weather conditions and terrain • adequate clothing • food and fluid intake • adequate pace and frequency of rest stops
Non-urban environments	[all categories relevant to location] • bushland • arid areas • alpine areas • rainforest
Obstacles	[all relevant categories] • rivers • scree • logs • rocks • gullies

	• exposed areas
Risks	[all categories] • hypothermia • heat exhaustion • hyperthermia • injuries and illness • exhaustion • lost party or party member • equipment failure
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Surroundings	[all categories] • include ○ ground/terrain ○ bodies of water ○ beacons and markers ○ natural formations ○ landmarks ○ man-made features
Techniques for estimating distance	[two categories] • timing • pacing • observation of surroundings

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of bushwalking technique and safety practices in the workplace • Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements. Bushwalking should not extend beyond two (2) day's duration and must occur in one category of non urban environment (tracked or easy untracked areas) where extreme environmental/weather conditions are not expected. Assessment should be conducted over a range of seasons • Assessment must confirm the ability to apply knowledge to safely and confidently bushwalk in tracked or easy untracked areas where ○ tracks are reliably marked on maps and are obvious on the ground, although there may be no major modifications to the ground surface ○ the gradient is limited by environmental and maintenance considerations ○ tracks are inspected on a regular basis but may have fallen debris and other obstacles. (These align to Class 4 Tracks within the Australian Standard for Walking Tracks AS 2156.1 - 2001) ○ road or other safe collecting features are easily reached within 2 hours by applying elementary navigation principles
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS001B Implement minimal environmental impact practices ○ SROODR001A Apply basic outdoor recreation logistics • This unit must be assessed in conjunction with the following unit(s) ○ SRONAV001B Navigate in tracked or easy untracked areas • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROOPS006B Use and maintain a temporary or overnight site
Required knowledge and skills	• Required knowledge (in the context of a supervised activity) ○ First aid knowledge appropriate to the location and level of responsibility ○ Minimal impact camping and walking code to ensure protection of environment ○ Advantages and disadvantages of the range of equipment provided by supervisor and factors affecting appropriate selection ○ Fluid and nutritional requirements in order to maintain health during activity ○ Camp craft practices to provide and maintain suitable overnight sites ○ Navigation in tracked areas to determine location, direction and potential hazards under supervision ○ Land management requirements to determine requirements specific to locations eg permits, maximum group size, etc ○ Emergency procedures appropriate to the location and level of responsibility ○ Application of basic weather information to ascertain possible conditions and their affect on the activity

	○ Principles of clothing selection eg layering effect and other factors affecting appropriate selection ○ Advantages and disadvantages of different footwear and factors affecting appropriate selection for the anticipated track conditions ○ Packing and waterproofing techniques in order to protect personal and group equipment ○ Potential hazards that may be encountered whilst bushwalking (general and location specific) in order to undertake appropriate risk management • Required skills ○ Navigation in tracked/easy untracked areas ○ Planning skills in order to calculate food, water, clothing and equipment requirements ○ Awareness of personal actions affecting safety of self and others in the group including bushwalking specific practices ○ Cooking skills on portable cooking systems ○ Minimal impact camping skills using lightweight, portable equipment ○ First aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a suitable outdoor location for the conduct of a bushwalk with tracks defined as above ○ real work group situations ○ backpack ○ suitable footwear ○ overnight shelter (overnight trip) ○ sleeping bag ○ suitable personal clothing ○ first aid kit ○ navigation equipment ○ route card ○ permits ○ ropes ○ torch & spare batteries ○ watch ○ cooking system and utensils ○ food and water requirement • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should ○ be competent in the unit SROBWG002A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in	• Due to issues such as demonstrating safety requirements and appropriate

performance	techniques, this unit of competency must be assessed over a minimum of three (3) different occasions in different seasons in order to ensure consistency of performance over the Range Statements and contexts applicable to one category of non-urban environment. Assessment should be conducted over a range of seasons
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity whilst participating in actual/real bushwalking activities of up to two day's duration • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	-	1	-	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding intended trip eg. weather, location, etc • Communicating ideas and information - Not applicable • Planning and organising activities - Planning resources such as food, water and equipment • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculate distances to be covered on journey and estimating times • Solving problems - Selecting appropriate routes to suit group, weather, etc • Using technology - Using map and compass to navigate route Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG002A	DEMONSTRATE BUSHWALKING SKILLS IN DIFFICULT OR TRACKLESS AREAS
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills that relate specifically to bushwalking in difficult or trackless areas under minimal supervision for a period of up to two day's duration in a bushland, arid, alpine, or rainforest area defined as difficult or trackless.

Difficult or trackless areas are where there are limited modifications to the natural surface so that track alignment is indistinct in places, there is minimal clearance along the track, signage is minimal and only for management purposes, there are terrain and man-made hazards (such as cliff lines or dense forests) and the possibility for changes in weather and visibility exists.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for bushwalking	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition and fitting is correct 1.2 Pack backpack to ensure that heavy contents do not affect balance whilst walking and sharp contents are not protruding 1.3 Ensure pack weight is appropriate to body weight and level of fitness 1.4 Waterproof backpack contents, as required
2 Apply planning process to organising a bushwalk	2.1 Identify food and fluid requirements based on principles of nutrition and energy for a bushwalk 2.2 Plan a menu appropriate for the dietary requirements and personal tastes for a bushwalk 2.3 Identify and plan for emergency food requirements 2.4 Access information on water purification techniques 2.5 Address packing and storage of food and fluids issues appropriate to bushwalking 2.6 Select personal clothing for activity and identify the design/construction features that make it appropriate 2.7 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 2.8 Access and interpret meteorological data and determine activity plans following consideration of weather information
3 Demonstrate walking skills in difficult or trackless areas	3.1 Adopt appropriate posture when lifting and carrying backpack 3.2 Adjust backpack straps to ensure comfort and balance 3.3 Demonstrate compliance with relevant Codes of Ethics 3.4 Negotiate obstacles in a safe manner 3.5 Demonstrate appropriate ascending technique on slopes, when required 3.6 Demonstrate appropriate descending technique on slopes, when required 3.7 A good walking rhythm appropriate to the activity aims, terrain and physical ability is established and maintained
4 Demonstrate navigation skills in a non-urban environment	4.1 Select the appropriate map(s) for the intended walk 4.2 Apply information contained on the map(s) to plan an efficient route/course suitable to participant's abilities 4.3 Calculate accurate grid and magnetic bearings using a map and compass 4.4 Obtain additional information to assist in navigation from the map 4.5 Identify emergency or contingency escape routes

	4.6 Orientate map to surroundings with and without the use of a compass 4.7 Follow a route in tracked or easy untracked areas, demonstrating use of navigation aids 4.8 Apply techniques for estimating the distance travelled 4.9 Maintain, where necessary, a compass course whilst bypassing an obstacle 4.10 Select an efficient route/course choice for the surroundings and conditions 4.11 Demonstrate techniques for estimating distance covered
5 Walk in a safe manner	5.1 Identify hazards and minimise or eliminate risks where possible 5.2 Take measures to guard personal and group safety 5.3 Consider the safety of others whilst walking

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Ascending techniques	[all categories appropriate to location] • zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections • use of walking aids eg poles • use of ropes as handlines
Codes of ethics	[all categories] • minimum impact bushwalking code • "country code" with respect to gates, disturbing animals, traversing private property, etc
Contextual issues	[all categories] • season • weather • length of trip • personal requirements • safety requirements • water supply • terrain
Descending techniques	[all categories] • placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heel technique appropriate to circumstances • use of walking aids eg poles • use of ropes as handlines
Difficult or trackless areas	may be in • bushland • arid areas • alpine areas • rainforest include situations where • there are limited modifications to the natural surface so that track alignment is indistinct in places

	• there is minimal clearance along the track • signage is minimal and only for management purposes • there are terrain and man-made hazards (such as cliff lines or dense forests) • (these align to Class 5 tracks within the Australian Standard for Walking Tracks AS 2156.1-2001) • the possibility for changes in weather and visibility exists
Equipment	[all categories] • footwear • backpack • food and water • torch • map(s) and compass • ropes • walking aids, eg, poles • safety equipment, eg, first aid kit • watch • appropriate clothing • shelter (overnight) • sleeping bag (overnight) • cooking system and utensils • communication equipment
Good walking rhythm	[all categories] • assisted by keeping hands free • maintaining same speed of pace, where terrain and obstacles allow • allowing natural body swing • avoiding jerky movements or springing and flexing of knees by taking too high a step
Hazards	[all relevant categories] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain • snakes • biting insects • crocodiles • stinging trees and nettles • snow • dense vegetation • flooding • bushfires/fire danger level • soft ground or mud • lightning
Measures	[all categories] • maintaining distance between walkers appropriate to terrain

	• positioning to avoid rock falls caused by other walkers • observation of weather conditions and terrain • adequate clothing • food and fluid intake • use of handlines • appropriate pace for type of terrain • removal of packs
Non-urban environments	[one category relevant to location] • bushland • arid areas • alpine areas • rainforest
Obstacles	[all relevant categories] • rivers/streams • scree • logs • rocks • gullies • exposed areas • dense vegetation
Risks	[all categories] • hypothermia • heat exhaustion • hyperthermia • injuries and illness • exhaustion • lost party or party member • equipment failure • "frozen" walker due to fears, phobias or vertical exposure • equipment failure
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Safety of others	[all categories] • is considered through ○ appropriate speed for health, medical conditions and fitness of bushwalkers in group ○ group management ○ observation of fatigue levels and breaks for rest/food

	○ definition of age and experience

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of bushwalking techniques and safety practices in untracked areas in the workplace • Assessment of performance should be over a minimum of three (3) different occasions and to include different seasons covering the prescribed number of categories from the Range Statements that are applicable to bushwalking for a period of up to two day's duration in a bushland, arid, alpine, or rainforest area defined as difficult or trackless. Assessment should be conducted over a range of seasons • In particular, assessment must confirm the ability to ○ apply knowledge to independently bushwalk in trackless areas when extreme environmental conditions are not anticipated, although the possibility for changes in weather and visibility exists ○ use appropriate bushwalking technique over different terrain whilst carrying a backpack equipped with provisions for an overnight expedition
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROBWG001A Demonstrate bushwalking skills in tracked or easy untracked areas ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities ○ SROOPS006B Use and maintain a temporary or overnight site • This unit must be assessed in conjunction with the following unit(s) ○ SRONAV002B Navigate in difficult or trackless areas • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROOPS003B Apply weather information ○ SROBWG004A Demonstrate river crossing skills
Required knowledge and skills	• Required knowledge (in the context of an activity under minimal supervision) ○ Track signage standards eg Australian Standard 2156.1 - 2001 to determine the suitability of the track to skill levels ○ First aid knowledge appropriate to the location and level of responsibility ○ Minimal impact camping and walking code to ensure protection of environment ○ Advantages and disadvantages of the range of equipment and factors affecting appropriate selection ○ Maintenance of equipment before, during and after the activity to ensure prolonged life ○ Fluid and nutritional requirements in order to maintain health during activity ○ Navigation in difficult or untracked areas to determine location, direction and potential hazards with little or no supervision ○ Emergency and rescue procedures appropriate to the location and level of responsibility ○ Application of detailed weather information to ascertain possible conditions and their affect on the activity ○ Principles of clothing selection, eg, layering effect and other

	○ factors affecting appropriate selection ○ Camp craft practices to provide and maintain suitable overnight sites ○ Advantages and disadvantages of different footwear and factors affecting appropriate selection for the anticipated track conditions ○ Advantages of maintaining a good walking rhythm appropriate to the slowest person in order to conserve energy ○ Pack handling, packing and lifting techniques to prevent/avoid injury ○ Selection of tie-off points/anchors when using handlines to assist on steep terrain ○ Packing and waterproofing techniques in order to protect personal and group equipment ○ Potential hazards that may be encountered whilst bushwalking (general and location specific) in order to undertake appropriate risk management ○ Land management requirements to determine requirements specific to locations eg permits, maximum group size, etc ● Required skills ○ Navigation in difficult or untracked areas ○ First aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care ○ Cooking skills on portable cooking systems ○ Planning skills in order to calculate food, water, clothing and equipment requirements ○ Awareness of personal actions affecting safety of self, others in the group and other groups of walkers including bushwalking specific practices ○ Minimal impact camping skills using lightweight, portable equipment
Resource implications	● Physical resources - assessment of this unit of competency requires access to ○ a suitable outdoor location for the conduct of a bushwalk with tracks defined as above ○ real work group situations ○ backpack ○ suitable footwear ○ food and water requirements ○ first aid kit ○ overnight shelter (overnight trips) ○ sleeping bag ○ suitable clothing for conditions ○ cooking system and utensils ○ torch & spare batteries ○ watch ○ navigation equipment ○ permits ○ route card ● Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROBWG003A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment

	○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as accessing different types of terrain, this unit of competency must be assessed over a minimum of three (3) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to bushwalking in difficult or trackless areas to include different seasons
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be conducted in difficult or untracked areas during walks of up to two days duration with minimal supervision • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	-	2	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Obtaining information on route including emergency contingencies • Communicating ideas and information - Not applicable • Planning and organising activities - Planning emergency food and shelter requirements • Working with teams and others - Taking measures to ensure personal and group safety • Using mathematical ideas and techniques - Calculate appropriate weight to carry on activity • Solving problems - Identifying position whilst en route • Using technology - Using a map and compass to navigate route Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG003A	DEMONSTRATE BUSHWALKING SKILLS IN UNMODIFIED LANDSCAPES
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills that relate specifically to bushwalking in unmodified landscapes with no supervision on trips greater than two day's duration.

Unmodified landscapes are those which are totally natural where there are no modification to the natural surface so that track alignment is indistinct, no clearance along the track, there is no signage, the track is not managed for public risk and where the onset of extreme environmental conditions may have a significant adverse impact upon the bushwalk.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for bushwalking	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition and fitting is correct 1.2 Pack backpack to ensure that heavy contents do not affect balance whilst walking and sharp contents are not protruding 1.3 Ensure pack weight is appropriate to body weight and level of fitness 1.4 Waterproof backpack contents, as required
2 Apply planning process to organising a bushwalk	2.1 Identify food and fluid requirements based on principles of nutrition and energy for a bushwalk 2.2 Plan a menu appropriate for the dietary requirements and personal tastes for a bushwalk 2.3 Identify and plan for emergency food requirements 2.4 Access information on water purification techniques 2.5 Address packing and storage of food and fluids issues appropriate to bushwalking 2.6 Select personal clothing for activity and identify the design/construction features that make it appropriate 2.7 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 2.8 Access and interpret meteorological data and determine activity plans following consideration of weather information
3 Demonstrate advanced bushwalking skills in a broad range of areas and conditions	3.1 Adopt appropriate posture when lifting and carrying backpack 3.2 Adjust backpack straps to ensure comfort and balance 3.3 Demonstrate compliance with relevant Codes of Ethics 3.4 Negotiate obstacles in a safe manner 3.5 Demonstrate appropriate ascending technique on slopes, when required 3.6 Demonstrate appropriate descending technique on slopes, when required 3.7 A good walking rhythm appropriate to the activity aims, terrain and physical ability is established and maintained 3.8 Demonstrate a river crossing method appropriate to the situation
4 Demonstrate navigation skills in a non-urban environment	4.1 Select the appropriate map(s) for the intended walk 4.2 Apply information contained on the map(s) to plan an efficient route/course suitable to participant's abilities 4.3 Calculate accurate grid and magnetic bearings using a map and compass 4.4 Obtain additional information to assist in navigation from the map 4.5 Identify emergency or contingency escape routes 4.6 Orientate map to surroundings with and without the use of a compass

	4.7 Follow a route in tracked or easy untracked areas, demonstrating use of navigation aids 4.8 Apply techniques for estimating the distance travelled 4.9 Maintain, where necessary, a compass course whilst bypassing an obstacle 4.10 Select an efficient route/course choice for the surroundings and conditions 4.11 Demonstrate techniques for estimating distance covered
5 Walk in a safe manner	5.1 Identify hazards and minimise or eliminate risks where possible 5.2 Take measures to guard personal and group safety 5.3 Consider the safety of others whilst walking

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Ascending techniques	[all categories] • zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections • use of walking aids, eg, poles • use of ropes as handlines
Broad range of areas and conditions	may include • bushland • arid areas • alpine areas • rainforest and includes situations where • there are no modifications to the natural surface or the natural environment so that track alignment is indistinct • there is no clearance along the track • signage is generally not provided • there may include steep sections of unmodified surfaces and other terrain and man-made hazards • the track is not managed for public risk • (these align to Class 6 tracks within the Australian Standard for Walking Tracks AS 2156.1-2001) • there is an appreciable risk of onset of extreme environmental conditions, eg, poor visibility, extreme heat/cold or wind
Codes of ethics	[all categories] • minimum impact bushwalking code • "country code" with respect to gates, disturbing animals, traversing private property, etc
Contextual issues	[all categories] • season • weather • length of trip • personal requirements • safety requirements • water supply

	• terrain
Descending techniques	[all categories] • placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heel technique appropriate to circumstances • use of walking aids, eg, poles • use of ropes as handlines
Equipment	[all categories] • footwear • backpack • food and water • ropes • walking aids, eg, poles • torch • maps and compass • safety equipment, eg, first aid kit • watch • appropriate clothing
Good walking rhythm	• assisted by keeping hands free • maintaining same speed of pace, where terrain and obstacles allow • allowing natural body swing • avoiding jerky movements or springing and flexing of knees by taking too high a step
Hazards	[all relevant categories] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain • snakes • biting insects • crocodiles • stinging trees and nettles • snow • dense vegetation • flooding • bushfires/fire danger level • soft ground or mud • lightning • vertical exposure
Measures	[all categories] • maintaining distance between walkers appropriate to terrain • positioning to avoid rock falls caused by other walkers • observation of weather conditions and terrain

	- adequate clothing - food and fluid intake - use of handlines - appropriate pace for type of terrain - removal of packs
Obstacles	[all categories] - flooded rivers or raised water levels - scree - logs - rocks - steep gullies - exposed areas
Risks	[all categories] - hypothermia - heat exhaustion - hyperthermia - injuries and illness - exhaustion - lost party or party member - equipment failure "frozen" walker due to fears, phobias or vertical exposure - equipment failure
River crossing methods	[all categories] - may include - individual without aid - individual with a pole - mutual support using linked arms - mutual support using a circle - mutual support using a pole - swimming, using pack as a float
Statutory and organisational procedures	[all categories] - includes - permits from land management authorities - authority/permission from landowners - documented operating procedures and company/enterprise policies
Safety of others	[all categories] - is considered through - appropriate speed for health, medical conditions and fitness of bushwalkers in group - group management - observation of fatigue levels and breaks for rest/food

	○ definition of age and experience

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of advanced bushwalking technique and safety practices when bushwalking in unmodified landscapes - Assessment of performance should be over a minimum of three (3) different occasions and to include a range of seasons, covering the prescribed number of categories from the Range Statements that are applicable to bushwalking in areas where - there are no modifications to the natural surface or the natural environment so that track alignment is indistinct - there is no clearance along the track - signage is generally not provided - there may include steep sections of unmodified surfaces and other terrain and man-made hazards - the track is not managed for public risk - there is an appreciable risk of onset of extreme environmental conditions (eg, poor visibility, extreme heat/cold or wind) - In particular, assessment must confirm the ability to - apply knowledge to bushwalk safely in a minimum of two different types of area (eg, arid and alpine, rainforest and bushland) on types of tracks defined above - use appropriate bushwalking technique over different terrain on tracks defined above - apply knowledge to bushwalk in the range of environmental conditions applicable to a particular State/Territory - walk in different terrain with a variety of obstacles whilst carrying a pack equipped with provisions for extended overnight expeditions (greater than two nights). A minimum of one expedition must be of four day's duration or greater
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROBWG002A Demonstrate bushwalking skills in difficult or trackless areas - SROODR003A Plan outdoor recreation activities (advanced) - This unit must be assessed in conjunction with the following unit(s) - SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROOPS004B Interpret weather conditions in the field - SROBWG004A Demonstrate river crossing skills
Required knowledge and skills	- Required knowledge - Sources of food and water in emergency situations to maintain health for prolonged periods in an emergency situation outdoors - River crossing techniques to cross any necessary rivers in a safe manner after selection of a suitable crossing location - Pack hauling techniques should it be necessary to lift packs vertically to navigate a vertical hazard - First aid knowledge appropriate to the location and level of responsibility

	○ Minimal impact camping and walking code to ensure protection of environment ○ Advantages and disadvantages of the range of equipment and factors affecting appropriate selection ○ Maintenance of equipment before, during and after the activity to ensure prolonged life ○ Fluid and nutritional requirements in order to maintain health during activity ○ Navigation in a broad range of areas and conditions to determine location, direction and potential hazards with no supervision and in a broad range of visibility circumstances ○ Track signage standards eg Australian Standard 2156.1 - 2001 to determine the suitability of the track to skill levels ○ Emergency and rescue procedures appropriate to the location and level of responsibility ○ Application of detailed weather information to ascertain possible conditions and their affect on the activity including possible life threatening conditions ○ Principles of clothing selection eg layering effect and other factors affecting appropriate selection ○ Camp craft practices to provide and maintain suitable overnight sites ○ Advantages and disadvantages of different footwear and factors affecting appropriate selection for the anticipated track conditions ○ Advantages of maintaining a good walking rhythm appropriate to the slowest person in order to conserve energy ○ Pack handling, packing and lifting techniques to prevent/avoid injury ○ Selection of tie-off points/anchors when using handlines to assist on steep terrain ○ Packing and waterproofing techniques in order to protect personal and group equipment ○ Potential hazards that may be encountered whilst bushwalking (general and location specific) in order to undertake appropriate risk management ○ Land management requirements to determine requirements specific to locations, eg, permits, maximum group size, etc • Required skills ○ Navigation in a broad range or areas and conditions ○ Survival skills ○ First aid skills appropriate to the location and level of responsibility ○ First aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care ○ Cooking skills on portable cooking systems ○ Planning skills in order to calculate food, water, clothing and equipment requirements and route planning ○ Awareness of personal actions affecting safety of self, others in the group and other groups of walkers including bushwalking specific practices ○ Minimal impact camping skills using lightweight, portable equipment ○ Problem solving skills when dealing with unforeseen circumstances and situations during the activity
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a suitable outdoor location for the conduct of a bushwalk with tracks defined as above

	○ real work group situations ○ backpack ○ dutiable footwear ○ sleeping bag ○ overnight shelter ○ suitable personal clothing ○ first aid kit ○ navigation equipment ○ route card ○ permits ○ ropes ○ torch & spare batteries ○ watch ○ cooking system and utensils ○ food and water requirements • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity or ranges and conditions, this unit of competency must be assessed over a minimum of three (3) different occasions and include a range of seasons in order to ensure consistency of performance over the Range Statements and contexts applicable to bushwalking in a broad range of areas and conditions. A minimum of one expedition must be of four day's duration or greater. Assessment should be conducted over a range of seasons
Context for assessment	• This unit of competency must be assessed in the context of a outdoor recreation activity in an actual/real bushwalking activity with no supervision extending greater than 2 day's duration (a minimum of one expedition must be of four day's duration or greater) • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	-	3	2	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting and analysing meteorological information • Communicating ideas and information - Not applicable • Planning and organising activities - Planning route, group, food, water and equipment resources • Working with teams and others - Maintaining good group cohesions to avoid lost party member(s) • Using mathematical ideas and techniques - Calculating distances using maps, time, etc. • Solving problems - Identifying position in situations of no visible landmarks • Using technology - Using map and compass for navigation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG004A	DEMONSTRATE RIVER CROSSING SKILLS
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select a suitable location and apply methods of crossing a river during a bushwalk.

ELEMENT	PERFORMANCE CRITERIA
1 Demonstrate knowledge of river features	1.1 Identify features of a white water river 1.2 Identify potential hazards on a white water river
2 Identify risks	2.1 Identify potential risks associated with crossing white water rivers 2.2 Identify and describe potential first aid problems and their treatments associated with water immersion and/or exposure
3 Select an appropriate location to cross a river	3.1 Select and justify an appropriate location to cross a river
4 Demonstrate swimming techniques in white water	4.1 Adopt the correct body position for defensive swimming 4.2 Demonstrate the negotiation of hazards using defensive swimming techniques and ferry angles 4.3 Identify and demonstrate techniques to actively free oneself from river hazards in simulations, using aggressive swimming techniques 4.4 Demonstrate the ability to set a ferry angle in order to reach the bank or eddy
5 Demonstrate river crossing techniques	5.1 Demonstrate the ability to wade across a swift current of mid-thigh depth, using a wide variety of river crossing methods 5.2 Complete entry to and exit from river safely 5.3 Demonstrate safe retreating from a partial river crossing

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Features	[all categories] • may include ○ eddy ○ current ○ tongue ○ waves ○ bank ○ rocks
Hazards	[all categories] • may include ○ rocks ○ stoppers ○ holes ○ waterfalls ○ manmade objects ○ sieves ○ strainers ○ wire fences ○ weirs ○ snags ○ undercuts ○ submerged features ○ rising river levels
Risks	[all categories] • hypothermia • drowning • water immersion • injury • foot entrapment • loss of equipment • loss of person(s) downstream
River crossing methods	[all categories] • individual without aid • individual with a pole • mutual support using linked arms • mutual support using a circle • mutual support using a pole

	• swimming using pack as a float

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm comprehensive knowledge of the features and hazards of rivers and the methods to cross rivers safely - Assessment of performance should be over one (1) day covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of river features and hazards to select an appropriate site to cross a river - perform a range of river crossing techniques - apply knowledge of swimming techniques in the event of having to swim in a white water river
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Other units from the Bushwalking Field
Required knowledge and skills	- Required knowledge - Hydrology - Aggressive and defensive swimming techniques - Methods of shallow water crossing - Equipment improvisation - First aid knowledge appropriate to location and level of responsibility - Waterproofing methods - River grading systems - Required skills - Swimming ability - First aid skills appropriate to location and level of responsibility
Resource implications	- Physical Resources - assessment of this competency requires access to - suitable white water location(s) - backpacks - walking equipment - waterproofing equipment - equipment to simulate hazards - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the range of hazards and river crossing methods this unit of competency should be assessed over a minimum of one (1) day on suitable white water in order to ensure consistency of performance applicable to crossing rivers
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be performed in safe rapids without the danger of being swept downstream into more difficult conditions. Simulated obstacles/strainers should have a quick release system from both ends and the clients should be familiar with the potential hazards involved with white water activities • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	3	2	1	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Selecting an appropriate place to cross a river • Communicating ideas and information - Informing party of proposed method of crossing • Planning and organising activities - Ensuring whole party crosses river in a safe manner • Working with teams and others - Adopting group support methods for crossing river • Using mathematical ideas and techniques - Counting party before and after crossing • Solving problems - Assisting a person with a fear of water to cross • Using technology - Using a rope to assist with crossing Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG005A	DEMONSTRATE ADVANCED BUSHWALKING SKILLS IN ALPINE AREAS AND CONDITIONS
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills that relate specifically to bushwalking in alpine areas and conditions, unsupervised.

ELEMENT	PERFORMANCE CRITERIA
1 Apply planning process to organising a bushwalk	1.1 Identify food and fluid requirements based on principles of nutrition and energy for a bushwalk 1.2 Plan a menu appropriate for the dietary requirements and personal tastes for a bushwalk 1.3 Identify and plan for emergency food requirements 1.4 Address packing and storage of food and fluids issues appropriate to bushwalking in alpine areas 1.5 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.6 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.7 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Select appropriate equipment for bushwalking	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition and fitting is correct 2.2 Pack backpack to ensure that heavy contents do not affect balance whilst walking and sharp contents are not protruding 2.3 Ensure pack weight is appropriate to body weight and level of fitness 2.4 Waterproof backpack contents, as required 2.5 Ensure, where applicable, that tent is suitable for use in alpine conditions
3 Maintain physiological well-being during the activity	3.1 Explain the recognition of signs of hypothermia 3.2 Describe the treatment of both a conscious and unconscious person with hypothermia 3.3 Identify and justify food that would be carried for activities in alpine environments 3.4 Identify the importance of sun and eye protection in alpine environments 3.5 Explain the mechanics of frostbite including the prevention, risks the signs and symptoms and treatment
4 Demonstrate advanced bushwalking skills in alpine areas and conditions	4.1 Adopt appropriate posture when lifting and carrying backpack 4.2 Adjust backpack straps to ensure comfort and balance 4.3 Demonstrate compliance with relevant Codes of Ethics 4.4 Negotiate obstacles and hazards and in a safe manner 4.5 Demonstrate appropriate ascending technique on slopes, when required 4.6 Demonstrate appropriate descending technique on slopes, when required 4.7 Establish and maintain a good walking rhythm appropriate to the activity aims, terrain and physical ability and safety of others 4.8 Demonstrate walking on snow using appropriate snow walking techniques 4.9 Select a campsite appropriate to the team members and conditions 4.10 Pitch tents correctly for site and anticipated weather

5 Demonstrate navigation skills in an alpine environment	5.1 Select the appropriate map(s) for the intended walk 5.2 Apply information contained on the map(s) to plan an efficient route/course suitable to participant's abilities 5.3 Calculate accurate grid and magnetic bearings and measures using a map and compass 5.4 Obtain additional information to assist in navigation from the map 5.5 Identify emergency or contingency escape routes 5.6 Orientate map to surroundings with and without the use of a compass 5.7 Follow a route in untracked areas, demonstrating use of navigation aids for a broad range of areas and conditions 5.8 Apply techniques for estimating the distance travelled 5.9 Maintain, where necessary, a compass course whilst bypassing an obstacle 5.10 Select an efficient route/course choice for the surroundings and conditions 5.11 Demonstrate techniques for estimating distance covered
6 Deal with a diversity of non-routine situations	6.1 Demonstrate the ability to repair and/or improvise items of essential equipment in the field in case of breakage or loss

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Ascending techniques	[all categories] • zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections • use of walking aids, eg, poles • use of ropes as handlines
Broad range of areas and conditions	may include • alpine areas and includes situations where • there are no modifications to the natural surface or the natural environment so that track alignment is indistinct • there is no clearance along the track • signage is generally not provided • there may include steep sections of unmodified surfaces and other terrain and man-made hazards • the track is not managed for public risk • (these align to Class 6 tracks within the Australian Standard for Walking Tracks AS 2156.1-2001) • there is an appreciable risk of onset of extreme environmental conditions (eg, poor visibility, extreme cold or wind)
Codes of ethics	[all categories] • minimum impact bushwalking code • "country code" with respect to gates, disturbing animals, traversing private property, etc
Contextual issues	[all categories] • season • weather • length of trip • personal requirements • safety requirements • water supply • terrain
Descending techniques	[all categories]

	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heel technique appropriate to circumstances • use of walking aids, eg, poles, ice axe • use of ropes as handlines
Equipment	[all relevant categories] • footwear • snowshoes • hydration system • backpack • food and water • sunglasses/goggles • ropes • walking aids, eg, poles • tent • sleeping bag • ice axe • cooking appliance and utensils • torch • maps and compass • safety equipment, eg, first aid kit • watch • appropriate clothing
Good walking rhythm	• assisted by keeping hands free • maintaining same speed of pace, where terrain and obstacles allow • allowing natural body swing • avoiding jerky movements or springing and flexing of knees by taking too high a step • walking in broken trail of snow to conserve energy
Hazards	[all relevant categories] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain • stinging trees and nettles • snow • dense vegetation • flooding • avalanche • soft ground or mud • lightning • vertical exposure
Improvise	[all categories] • improvise items of essential equipment ○ tent

	○ poles ○ pegs
Measures	[all categories] • maintaining distance between walkers appropriate to terrain • positioning to avoid rock falls/avalanche caused by other walkers • observation of weather conditions and terrain • adequate clothing • food and fluid intake • use of handlines • appropriate pace for type of terrain • removal of packs
Obstacles	[all categories] • flooded rivers or raised water levels • scree • logs • rocks • steep gullies • exposed areas
Risks	[all categories] • hypothermia • frostbite • snow blindness • dehydration • injuries and illness • exhaustion • lost party or party member • equipment failure • "frozen" walker due to fears, phobias or vertical exposure • equipment failure
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and organisation/enterprise policies
Snow walking technique	[all categories] • edging • pigeonholing • plunge steps
Safety of others	[all categories]

	• is considered through ○ appropriate speed for health, medical conditions and fitness of bushwalkers in group ○ group management ○ observation of fatigue levels and breaks for rest/food ○ definition of age and experience

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of advanced bushwalking technique in alpine areas and safety practices in extreme environmental conditions - Assessment of performance should be over a minimum of three (3) different occasions (at least one of these walks must be an extended trip of a minimum of four nights) covering the prescribed number of categories from the Range Statements that are applicable to bushwalking in areas where - there may include steep sections of unmodified surfaces and other terrain and man-made hazards - there is an appreciable risk of onset of extreme environmental conditions (eg, poor visibility, extreme cold or wind) - In particular, assessment must confirm the ability to - apply knowledge to bushwalk safely in an alpine area on types of tracks defined above - use appropriate bushwalking technique over different terrain on tracks defined above - walk in different terrain with a variety of obstacles whilst carrying a pack equipped with provisions for extended overnight expeditions (greater than 2 nights) in alpine areas
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROBWG003A Demonstrate bushwalking skills in unmodified landscapes - SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions - This unit must be assessed in conjunction with the following unit(s) - SROOPS10B Interpret weather for mountain environments - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROOPS004B Interpret weather conditions in the field - SROBWG004A Demonstrate river crossing skills - SROSKT008B Apply snow craft skill for overnight touring
Required knowledge and skills	- Required knowledge (in the context of an unsupervised activity) - Sources of food and water in emergency situations to maintain health for prolonged periods in an emergency situation outdoors - River crossing techniques to cross any necessary rivers in a safe manner after selection of a suitable crossing location - Pack hauling techniques should it be necessary to lift packs vertically to navigate a vertical hazard - First aid knowledge appropriate to the location and level of responsibility - Minimal impact camping and walking code to ensure protection of environment - Advantages and disadvantages of the range of equipment and factors affecting appropriate selection - Maintenance of equipment before, during and after the activity to ensure prolonged life - Fluid and nutritional requirements in order to maintain health

	- during activity ○ Navigation in alpine areas and conditions to determine location, direction and potential hazards with no supervision and in a broad range of visibility circumstances ○ Emergency and rescue procedures appropriate to the location and level of responsibility ○ Application of detailed weather information to ascertain possible conditions and their affect on the activity including possible life threatening conditions ○ Track signage standards, eg, Australian Standard 2156.1 - 2001 to determine the suitability of the track to skill levels ○ Principles of clothing selection eg layering effect and other factors affecting appropriate selection ○ Camp craft practices to provide and maintain suitable overnight sites ○ Advantages of maintaining a good walking rhythm appropriate to the slowest person in order to conserve energy ○ Pack handling, packing and lifting techniques to prevent/avoid injury ○ Selection of tie-off points/anchors when using handlines to assist on steep terrain ○ Packing and waterproofing techniques in order to protect personal and group equipment • Required skills ○ Navigation in alpine areas and conditions ○ Ability to navigate round, or through dense vegetation ○ Cooking skills on portable cooking systems ○ Minimal impact camping skills using lightweight, portable equipment ○ River crossing skills to determine the best possible location to cross a flow and using an appropriate method ○ Survival skills ○ First aid skills appropriate to the location and level of responsibility
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a suitable outdoor location for the conduct of a bushwalk with tracks as defined above ○ real working group situations ○ backpack ○ suitable footwear ○ overnight shelter (overnight trips) ○ sleeping bag ○ suitable clothing for conditions ○ first aid kit ○ navigation equipment ○ route card ○ permits ○ ropes ○ torch & spare batteries ○ watch ○ cooking system and utensils ○ food and water requirements • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit

	○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of ranges and conditions, this unit of competency must be assessed over a minimum of three (3) different occasions (at least one of these walks must be an extended trip of a minimum of four nights) in order to ensure consistency of performance over the Range Statements and contexts applicable to bushwalking in an alpine environment
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity in an actual/real bushwalking activity in an alpine environment • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	-	3	2	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Analysing weather changes and making decisions • Communicating ideas and information - not applicable • Planning and organising activities - Planning nutritional intake based on planned route/conditions, etc • Working with teams and others - Constructing a snow shelter, as a group • Using mathematical ideas and techniques - Calculating calorific intake for activities in alpine areas • Solving problems - Dealing with accidents/injuries whilst conducting activity • Using technology - Use map and compass to navigate route Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG006A	DEMONSTRATE ADVANCED BUSHWALKING SKILLS IN ARID AREAS AND CONDITIONS
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills that relate specifically to bushwalking in arid areas and conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Apply planning process to organising a bushwalk	1.1 Identify food and fluid requirements based on principles of nutrition and energy for a bushwalk 1.2 Plan a menu appropriate for the dietary requirements and personal tastes for a bushwalk 1.3 Identify and plan for emergency food requirements 1.4 Address packing and storage of food and fluids issues appropriate to bushwalking in arid areas 1.5 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.6 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.7 Access and interpret meteorological data and determine activity plans following consideration of weather information 1.8 Access information and equipment for water purification
2 Select appropriate equipment for bushwalking	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition and fitting is correct 2.2 Pack backpack to ensure that heavy contents do not affect balance whilst walking and sharp contents are not protruding 2.3 Ensure pack weight is appropriate to body weight and level of fitness 2.4 Waterproof backpack contents, as required
3 Maintain physiological well-being during the activity	3.1 Demonstrate the recognition of signs of hyperthermia 3.2 Explain the treatment of both a conscious and unconscious person with hyperthermia 3.3 Identify and justify food that would be carried for activities in arid environments 3.4 Identify the risks and the importance of sun and eye protection in arid environments 3.5 Explain the ways in which humans lose water and the ways to conserve water loss in emergency situations
4 Demonstrate advanced bushwalking skills in arid areas and conditions	4.1 Adopt appropriate posture when lifting and carrying backpack 4.2 Adjust backpack straps to ensure comfort and balance 4.3 Demonstrate compliance with relevant Codes of Ethics 4.4 Negotiate obstacles and hazards in a safe manner 4.5 Demonstrate appropriate ascending technique on slopes, when required 4.6 Demonstrate appropriate descending technique on slopes, when required 4.7 Establish and maintain a good walking rhythm appropriate to the activity aims, terrain and physical ability is established and maintained 4.8 Select a campsite appropriate to the team members and conditions 4.9 Pitch tents correctly for site and anticipated weather

5 Demonstrate navigation skills in an arid environment	5.1 Select the appropriate map(s) for the intended walk 5.2 Apply information contained on the map(s) to plan an efficient route/course suitable to participant's abilities 5.3 Calculate accurate grid and magnetic bearings and measures using a map and compass 5.4 Obtain additional information to assist in navigation from the map 5.5 Identify emergency or contingency escape routes 5.6 Orientate map to surroundings with and without the use of a compass 5.7 Follow a route in untracked areas, demonstrating use of navigation aids for a broad range of areas and conditions 5.8 Apply techniques for estimating the distance travelled 5.9 Maintain, where necessary, a compass course whilst bypassing an obstacle 5.10 Select an efficient route/course choice for the surroundings and conditions 5.11 Demonstrate techniques for estimating distance covered
6 Demonstrate survival skills in an arid environment	6.1 Construct a shelter appropriate to the site and conditions suitable for an overnight stay 6.2 Demonstrate a method of emergency water procurement appropriate to the conditions 6.3 Outline evidence of water sources including animal tracks and bird flight 6.4 Identify the steps involved (and what to look for) in order to determine possible sources of emergency food in the Australian bush
7 Deal with a diversity of non-routine situations	7.1 Demonstrate the ability to repair and/or improvise items of essential equipment in the field

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Ascending techniques	[all categories] • zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections • use of walking aids, eg, poles • use of ropes as handlines
Broad range of areas and conditions	may include • arid areas and includes situations where • there are no modifications to the natural surface or the natural environment so that track alignment is indistinct • there is no clearance along the track • signage is generally not provided • there may include steep sections of unmodified surfaces and other terrain and man-made hazards the track is not managed for public risk • (these align to Class 6 tracks within the Australian Standard for Walking Tracks, AS 2156.1-2001) • there is an appreciable risk of onset of extreme environmental conditions (eg, poor visibility, extreme cold or wind)
Codes of ethics	[all categories] • minimum impact bushwalking code • "country code" with respect to gates, disturbing animals, traversing private property, etc
Contextual issues	[all categories] • season • weather • length of trip • personal requirements • safety requirements • water supply • terrain
Descending techniques	[all categories]

	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heel technique appropriate to circumstances • use of walking aids, eg, poles • use of ropes as handlines
Emergency water procurement	[one category] • methods may include ○ creek beds ○ rock formations ○ certain trees ○ dew ○ transpiration method ○ solar still ○ distilling sea water using condensation method
Equipment	[all categories] • footwear • hydration system • backpack • food and water • sunglasses/goggles • ropes • walking aids, eg, poles • tent • sleeping bag • cooking appliance and utensils • torch • maps and compass • safety equipment, eg, first aid kit • watch • appropriate clothing
Good walking rhythm	• assisted by keeping hands free • maintaining same speed of pace, where terrain and obstacles allow • allowing natural body swing • avoiding jerky movements or springing and flexing of knees by taking too high a step
Hazards	[all relevant categories] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain • stinging trees and nettles • snakes • stinging insects • dense vegetation • flooding

	• soft ground or mud • lightning • vertical exposure
Improvise	[all categories] • items of essential equipment ○ tent/shelter ○ poles and pegs
Measures	[all categories] • maintaining distance between walkers appropriate to terrain • positioning to avoid rock falls/avalanche caused by other walkers • observation of weather conditions and terrain • adequate clothing • food and fluid intake • use of handlines • appropriate pace for type of terrain • removal of packs
Obstacles	[all categories] • flooded rivers or raised water levels • scree • logs • rocks • steep gullies • exposed areas
Risks	[all categories] • hyperthermia • heat exhaustion • dehydration • injuries and illness • exhaustion • lost party or party member • equipment failure • "frozen" walker due to fears, phobias or vertical exposure • equipment failure
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Safety of others	[all categories]

	• is considered through ○ appropriate speed for health, medical conditions and fitness of bushwalkers in group ○ group management ○ observation of fatigue levels and breaks for rest/food ○ definition of age and experience

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of advanced bushwalking technique and safety practices in extreme environmental conditions in the workplace - Assessment of performance should be over a minimum of three (3) different occasions (at least one of these walks must be an extended trip of a minimum of four nights) covering the prescribed number of categories from the Range Statements that are applicable to bushwalking in areas where - there are no modifications to the natural surface or the natural environment so that track alignment is indistinct - there is no clearance along the track - signage is generally not provided - there may include steep sections of unmodified surfaces and other terrain and man-made hazards - the track is not managed for public risk - there is an appreciable risk of onset of extreme environmental conditions, eg, poor visibility, extreme heat, cold or wind - In particular, assessment must confirm the ability to - apply knowledge to bushwalk safely in an arid area on types of tracks defined above - use appropriate bushwalking technique over different terrain on tracks defined above - apply knowledge to bushwalk in the range of environmental conditions applicable to a particular State/Territory - walk in different terrain with a variety of obstacles whilst carrying a pack equipped with provisions for extended overnight expeditions (greater than 2 nights)
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROBWG003A Demonstrate bushwalking skills in unmodified landscapes - SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROOPS004B Interpret weather conditions in the field
Required knowledge and skills	- Required knowledge - Sources of food and water in emergency situations - River crossing techniques - Pack hauling techniques - First aid knowledge appropriate to the location and level of responsibility - Minimum impact camping and walking code - Equipment selection, use and maintenance - Fluid and nutritional requirements - Navigation - Australian Standard 2156.1-2001 Walking Tracks

	○ Emergency and rescue procedures ○ Application of weather information ○ Clothing selection ○ Camp craft ○ Selection of tie-off points/anchors for handlines • Required skills ○ Navigation ○ Survival skills ○ River crossing skills ○ Cooking skills ○ Camping skills ○ First aid skills appropriate to the location and level of responsibility
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a suitable outdoor location for the conduct of a bushwalk with tracks as defined above ○ backpack ○ suitable footwear ○ overnight shelter (overnight trips) ○ sleeping bag ○ suitable clothing for conditions ○ first aid kit ○ navigation equipment ○ route card ○ permits ○ ropes ○ torch & spare batteries ○ watch ○ cooking system and utensils ○ food and water requirements ○ real work group situations • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of ranges and conditions, this unit of competency must be assessed over a minimum of three (3) different occasions (at least one of these walks must be an extended trip of a minimum of four nights) in order to ensure consistency of performance over the Range Statements and contexts applicable to bushwalking in a broad range of areas and conditions
Context for	• This unit of competency must be assessed in the context of an outdoor

assessment	recreation activity which must be demonstrated in an actual/real bushwalking activity in arid areas and conditions • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	-	3	2	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Accessing and interpreting weather information and making decisions • Communicating ideas and information - Not applicable • Planning and organising activities - Planning walk and organising group in preparation • Working with teams and others - Maintaining group cohesion to avoid loss of party member(s) • Using mathematical ideas and techniques - Calculating equipment weights for division between group • Solving problems - Obtaining water during an emergency • Using technology - Using a map and compass to navigate Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG007A	DEMONSTRATE ADVANCED BUSHWALKING SKILLS IN TROPICAL AREAS AND CONDITIONS
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills that relate specifically to bushwalking in tropical areas and conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Apply planning process to organising a bushwalk	1.1 Identify food and fluid requirements based on principles of nutrition and energy for a bushwalk 1.2 Plan a menu appropriate for the dietary requirements and personal tastes for a bushwalk 1.3 Identify and plan for emergency food requirements 1.4 Address packing and storage of food and fluids issues appropriate to bushwalking in tropical areas 1.5 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.6 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.7 Access and interpret meteorological data and determine activity plans following consideration of weather information 1.8 Access information and equipment for water purification
2 Select appropriate equipment for bushwalking	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition and fitting is correct 2.2 Pack backpack to ensure that heavy contents do not affect balance whilst walking and sharp contents are not protruding 2.3 Ensure pack weight is appropriate to body weight and level of fitness 2.4 Waterproof backpack contents as required
3 Maintain physiological well-being during the activity	3.1 Demonstrate the recognition of signs of hyper/hypothermia 3.2 Explain the treatment of both a conscious and unconscious person with hyper/hypothermia 3.3 Identify and justify food that would be carried for activities in tropical environments 3.4 Identify the risks and the importance of sun and eye protection in tropical environments 3.5 Explain the ways in which humans lose water and the ways to conserve water loss in emergency situations
4 Demonstrate advanced bushwalking skills in tropical areas and conditions	4.1 Adopt appropriate posture when lifting and carrying backpack 4.2 Adjust backpack straps to ensure comfort and balance 4.3 Demonstrate compliance with relevant Codes of Ethics 4.4 Negotiate obstacles and hazards in a safe manner 4.5 Demonstrate appropriate ascending technique on slopes, when required 4.6 Demonstrate appropriate descending technique on slopes, when required 4.7 Establish and maintain a good walking rhythm appropriate to the activity aims, terrain and physical ability and safety of others 4.9 Select a campsite appropriate to the team members and conditions 4.10 Pitch tents correctly for site and anticipated weather

5 Demonstrate navigation skills in a tropical environment	5.1 Select the appropriate map(s) for the intended walk 5.2 Apply information contained on the map(s) to plan an efficient route/course suitable to participant's abilities 5.3 Calculate accurate grid and magnetic bearings and measures using a map and compass 5.4 Obtain additional information to assist in navigation from the map 5.5 Identify emergency or contingency escape routes 5.6 Orientate map to surroundings with and without the use of a compass 5.7 Follow a route in untracked areas, demonstrating use of navigation aids for a broad range of areas and conditions 5.8 Apply techniques for estimating the distance travelled 5.9 Maintain, where necessary, a compass course whilst bypassing an obstacle 5.10 Select an efficient route/course choice for the surroundings and conditions 5.11 Demonstrate techniques for estimating distance covered
6 Demonstrate survival skills in an tropical environment	6.1 Construct a shelter appropriate to the site and conditions suitable for an overnight stay 6.2 Describe the steps involved (and what to look for) in order to determine possible sources of emergency food in the Australian bush
7 Deal with a diversity of non-routine situations	7.1 Demonstrate the ability to repair and/or improvise items of essential equipment in the field

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Ascending techniques	[all categories] • zig-zagging • placing feet down flat with a deliberate step • resting heels on any available projections • use of walking aids, eg, poles • use of ropes as handlines
Broad range of areas and conditions	may include • tropical areas and includes situations where • there are no modifications to the natural surface or the natural environment so that track alignment is indistinct • there is no clearance along the track • signage is generally not provided • there may include steep sections of unmodified surfaces and other terrain and man-made hazards • the track is not managed for public risk • (these align to Class 6 tracks within the draft Australian Standard for Walking Tracks AS 2156.1-2001) • there is an appreciable risk of onset of extreme environmental conditions (eg, poor visibility, extreme cold/heat or wind)
Codes of ethics	[all categories] • minimum impact bushwalking code • "country code" with respect to gates, disturbing animals, traversing private property, etc
Contextual issues	[all categories] • season • weather • length of trip • personal requirements • safety requirements • water supply • terrain
Descending techniques	[all categories]

	• placing toes against projections to avoid overstriding • avoiding placing feet down heavily • using flat-footed or stiff-heel technique appropriate to circumstances • use of walking aids (eg, poles) • use of ropes as handlines
Equipment	[all categories] • footwear • hydration system • backpack • food and water • sunglasses/goggles • ropes • walking aids, eg, poles • tent • sleeping bag • cooking appliance and utensils • torch • maps and compass • safety equipment, eg, first aid kit • watch • appropriate clothing
Good walking rhythm	• assisted by keeping hands free • maintaining same speed of pace, where terrain and obstacles allow • allowing natural body swing • avoiding jerky movements or springing and flexing of knees by taking too high a step
Hazards	[all relevant categories] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain • stinging trees and nettles • snakes • leeches • crocodiles • biting insects • dense vegetation • flooding • soft ground or mud • lightning • vertical exposure
Improvise	[all categories] • items of essential equipment ○ tent ○ poles

	○ pegs ○ backpack ○ zippers
Measures	[all categories] • maintaining distance between walkers appropriate to terrain • positioning to avoid rock falls caused by other walkers • observation of weather conditions and terrain • adequate clothing • food and fluid intake • use of handlines • appropriate pace for type of terrain • removal of packs
Obstacles	[all categories] • flooded rivers or raised water levels • scree • logs • rocks • steep gullies • exposed areas • dense rainforest
Risks	[all categories] • hyperthermia • heat exhaustion • dehydration • injuries and illness • exhaustion • lost party or party member • equipment failure • "frozen" walker due to fears, phobias or vertical exposure • equipment failure
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Safety of others	[all categories] • is considered through ○ appropriate speed for health, medical conditions and fitness of bushwalkers in group ○ group management ○ observation of fatigue levels and breaks for rest/food

	○ definition of age and experience

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of advanced bushwalking technique and safety practices in extreme environmental conditions in the workplace - Assessment of performance should be over a minimum of three (3) different occasions (at least one of these walks must be an extended trip of a minimum of four nights) covering the prescribed number of categories from the Range Statements that are applicable to bushwalking in areas where - there are no modifications to the natural surface or the natural environment so that track alignment is indistinct - there is no clearance along the track - signage is generally not provided - there may include steep sections of unmodified surfaces and other terrain and man-made hazards - the track is not managed for public risk - there is an appreciable risk of onset of extreme environmental conditions (eg, poor visibility, extreme cold or wind) - In particular, assessment must confirm the ability to - apply knowledge to bushwalk safely in a tropical area on types of tracks defined above - use appropriate bushwalking technique over different terrain on tracks defined above - apply knowledge to bushwalk in the range of environmental conditions applicable to a particular State/Territory - walk in different terrain with a variety of obstacles whilst carrying a pack equipped with provisions for extended overnight expeditions (greater than 2 nights)
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROBWG003A Demonstrate bushwalking skills in unmodified landscapes - SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROOPS004B Interpret weather conditions in the field - SROBWG004A Demonstrate river crossing skills
Required knowledge and skills	- Required knowledge - Sources of food and water in emergency situations - River crossing techniques - Pack hauling techniques - First aid knowledge appropriate to the location and level of responsibility - Minimum impact camping and walking code - Equipment selection, use and maintenance - Fluid and nutritional requirements - Navigation

	○ Australian Standard 21561.1-2001 Walking Tracks ○ Emergency and rescue procedures ○ Application of weather information ○ Clothing selection ○ Camp craft ○ Selection of tie-off points/anchors for handlines • Required skills ○ Navigation ○ Survival skills ○ Cooking skills ○ Camping skills ○ River crossing skills ○ First aid skills appropriate to the location and level of responsibility
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a suitable outdoor location for the conduct of a bushwalk with tracks as defined above ○ backpack ○ suitable footwear ○ overnight shelter (overnight trip) ○ sleeping bag ○ suitable clothing for conditions ○ first aid kit ○ navigation equipment ○ route card ○ permits ○ ropes ○ torch & spare batteries ○ watch ○ cooking system and utensils ○ food and water requirements ○ real work group situations • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of ranges and conditions, this unit of competency must be assessed over a minimum of three (3) different occasions (at least one of these walks must be an extended trip of a minimum of four nights) in order to ensure consistency of performance over the Range Statements and contexts applicable to bushwalking in a broad range of areas and conditions

Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated in an actual/real bushwalking activity in tropical areas and conditions • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	-	3	2	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Accessing in-depth information regarding route/terrain etc • Communicating ideas and information - Not applicable • Planning and organising activities - Planning destination, group equipment, etc • Working with teams and others - Maintaining group cohesion to avoid loss of party member(s) • Using mathematical ideas and techniques - Calculating distance travelled during trip • Solving problems - Handling any emergency situations which may arise • Using technology - Use map and compass to navigate route Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG008A	GUIDE BUSHWALKS IN TRACKED OR EASY UNTRACKED AREAS
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide or lead clients on day and/or overnight bushwalks on terrain/conditions not exceeding personal skill level.

Tracked or easy untracked areas are reliably marked on maps and are obvious on the ground, tracks are inspected on a regular basis and road or other safe collecting features are easily reached within 2 hours by applying elementary navigation principles.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for the group	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the participant 1.3 Assess equipment for safety and suitability for the activity 1.4 Check safety and rescue equipment to ensure suitability to group and planned trip
2 Plan a bushwalking trip for clients	2.1 Assess skill level, fitness, experience and physical capabilities of each member of the group 2.2 Establish attainable group objectives 2.3 Select suitable location for trip to suit abilities and objectives of the group 2.4 Select appropriate map(s) for the intended walk 2.5 Plan the route to be followed taking into account contextual issues 2.6 Prepare a Navigation Data Sheet for the proposed trip 2.7 Obtain and interpret weather information for local conditions of the trip 2.8 Obtain permits or permission for access where necessary 2.9 Ensure correct leader/client ratios are met 2.10 Prepare a checklist for personal equipment as trip leader 2.11 Determine food and drink requirements for group taking into account contextual issues 2.12 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan
3 Brief clients	3.1 Communicate logistical details to clients 3.2 Brief group of standard safety procedures 3.3 Demonstrate correctly packing a of a backpack with gear appropriate to proposed trip 3.4 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring 3.5 Establish verbal and non-verbal communication system for use during trip and ensure that all clients understand system(s)
4 Maintain physical welfare of group	4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, walking times and distances 4.2 Assess capabilities of group members on the day before commencing, if possible 4.3 Ensure all clients are properly equipped for the trip and conditions including protection from weather conditions eg sunscreen 4.4 Monitor individual client's performance and needs 4.5 Evaluate walking pace and conditions 4.6 Monitor weather conditions

	4.7 Evaluate implications of weather signs on trip plans 4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored 4.9 Control the group to maintain a safe enjoyable atmosphere 4.10 Apply risk management plan
5 Establish effective communication	5.1 Communicate clearly objectives and nature of the trip to the group 5.2 Provide clear and concise direction and advice to group during the trip 5.3 Ensure that good communication exists between all group members by encouraging interaction 5.4 Encourage feedback and questioning from group members 5.5 Devolve decision making where appropriate 5.6 Recognise and resolve conflict situations 5.7 Provide positive encouragement and empathy
6 Lead a group of walkers safely	6.1 Monitor appropriate spacing between walkers appropriate to conditions 6.2 Identify a variety of potential hazards 6.3 Decide how each hazard can be safely negotiated 6.4 Recognise situations where a hazard needs to be scouted 6.5 Identify the best lines through hazards taking into consideration the ability of the group and safety issues 6.6 Provide guidance of how to negotiate a hazard clearly and concisely to the group 6.7 Demonstrate clearly to the group how to negotiate the hazard 6.8 Manage the movement of the group to maintain the safest situation when negotiating the hazard 6.9 Respond accordingly to any emergency or non-routine situation
7 Select and maintain a temporary site using minimal impact practices	7.1 Select a suitable site with reference to minimal impact on the environment 7.2 Arrange shelter appropriate for prevailing weather conditions 7.3 Establish site to ensure comfort and safety of the group 7.4 Use minimal impact relevant to the local environment during use of the site 7.5 Explain relevant minimum impact practices to group and monitor their compliance 7.6 Return site to an equal or greater standard on your departure
8 Conduct activity in a professional manner	8.1 Avoid contentious issues in general conversation 8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words 8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
9 Complete post-trip responsibilities	9.1 Notify relevant authority of trip completion 9.2 Retrieve, inspect, repair and store (or retire) equipment according to procedures 9.3 Evaluate, including client feedback, all aspects of trip organisation and conduct 9.4 Suggest modifications if needed

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	[all categories] • verbal • whistles • hand signal
Contextual issues	[all categories] • time of day • season • weather • experience of clients • age of clients • physical health of clients • number of staff • transport • personal experience • length of trip • personal requirements • safety requirements • terrain
Equipment	[all categories] • footwear • backpack • hydration system • food and water • eye protection • ropes • walking aids • sleeping bag • tent • torch • maps and compass • safety equipment, eg, first aid • watch • appropriate clothing • cooking appliance and utensils
Hazard	[all categories relevant to location] • loose rocks • tree roots

	• temperature extremes • slippery or unstable terrain • stinging trees and nettles • snakes • crocodiles • biting insects • dense vegetation • flooding • wind • soft ground or mud • lightning • vertical exposure • river crossing
Safety and rescue equipment	[all categories] • repair kit • first aid kit • ropes • knife • communication equipment

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a bushwalk with clients in tracked or easy untracked areas not exceeding personal abilities on trips that may require overnight arrangements in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups and to include a range of seasons, covering all prescribed categories from the Range Statements applicable to guiding bushwalks for clients • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct bushwalking programs at a number of different locations to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROBWG002A Demonstrate bushwalking skills in difficult or trackless areas ○ SRXRIK001A Undertake risk analysis of activities ○ SRONAV002B Navigate in difficult or trackless areas ○ SROODR005A Guide outdoor recreation sessions • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict
Required knowledge and skills	• Required knowledge ○ Factual information ▪ types ▪ characteristics ▪ equipment/technology ○ Legislation, rules, codes of practice, quality standards, etc ○ Methods/procedures/techniques ▪ operational ▪ maintenance/repair ▪ safety ▪ recording ▪ reporting ▪ selling ▪ merchandising, etc ○ Safety ▪ hazards ▪ precautions ▪ hazard prevention/minimisation strategies

	▪ risk management strategies ▪ first aid ▪ medical emergency procedures, etc ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips ○ Sources of food and water in emergency situations ○ River crossing techniques ○ Application of weather information ○ Camp craft ○ Selection of tie-off points/anchors for handlines ○ Australian Standard 2156.1-2001 Walking Tracks • Required skills ○ Use of rescue equipment ○ Stowing and waterproofing gear ○ River crossing skills ○ Navigation ○ Survival skills ○ Camping skills ○ Cooking skills ○ People handling skills ○ First aid skills appropriate to the location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a suitable outdoor location for the conduct of a bushwalk with real clients ○ backpack ○ suitable footwear ○ food and water ○ suitable clothing for the conditions ○ first aid kit ○ navigation equipment ○ route card ○ permit ○ overnight shelter (overnight trip) ○ sleeping bag ○ cooking systems and utensils • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROBWG009A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in	• Due to issues such as the differences between groups and situational

performance	variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions and to include a range of seasons, with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a bushwalk with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity with a range of real clients and must be demonstrated whilst guiding day bushwalks with real clients • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on group (age, health, etc.) • Communicating ideas and information - Briefing clients on procedures to adhere to • Planning and organising activities - Planning route, food, water, and equipment to carry • Working with teams and others - Guiding groups of clients during activity • Using mathematical ideas and techniques - Calculating distances to be travelled each day • Solving problems - Dealing with clients less fit and slower than majority of party • Using technology - Using map and compass for navigation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG009A	GUIDE BUSHWALKS IN DIFFICULT AND TRACKLESS AREAS
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide or lead clients on day and/or overnight bushwalks on terrain/conditions not exceeding personal skill level.

Difficult or trackless areas are where there are limited modifications to the natural surface so that track alignment is indistinct in places, there is minimal clearance along the track, signage is minimal and only for management purposes, there are terrain and man-made hazards (such as cliff lines or dense forests) and the possibility for changes in weather and visibility exists.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for the group	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the participant 1.3 Assess equipment for safety and suitability for the activity 1.4 Check safety and rescue equipment to ensure suitability to group and planned trip
2 Plan a bushwalking trip for clients	2.1 Assess skill level, experience and physical capabilities of each member of the group 2.2 Establish attainable group objectives 2.3 Select suitable location for trip to suit abilities and objectives of the group 2.4 Select appropriate map(s) for the intended walk 2.5 Plan the route to be followed taking into account contextual issues 2.6 Prepare a Navigation Data Sheet for the proposed trip 2.7 Obtain and interpret weather information for local conditions of the trip 2.8 Obtain permits or permission for access where necessary 2.9 Ensure correct leader/client ratios are met 2.10 Prepare a checklist for personal equipment as trip leader 2.11 Determine food and drink requirements for group taking into account contextual issues 2.12 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan
3 Brief clients	3.1 Communicate logistical details to clients 3.2 Brief group of standard safety procedures 3.3 Demonstrate correctly packing a of a backpack with gear appropriate to proposed trip 3.4 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring 3.5 Establish verbal and non-verbal communication system for use during trip and ensure that all clients understand system(s)
4 Maintain physical welfare of group	4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, walking times and distances 4.2 Assess capabilities of group members on the day before commencing, if possible 4.3 Ensure all clients are properly equipped for the trip and conditions including protection from weather conditions eg sunscreen 4.4 Monitor individual client's performance and needs 4.5 Evaluate walking pace and conditions

	4.6 Monitor weather conditions 4.7 Evaluate implications of weather signs on trip plans 4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored 4.9 Control the group to maintain a safe enjoyable atmosphere 4.10 Apply risk management plan
5 Establish effective communication	5.1 Communicate clearly objectives and nature of the trip to the group 5.2 Provide clear and concise direction and advice to group during the trip 5.3 Ensure that good communication exists between all group members by encouraging interaction 5.4 Encourage feedback and questioning from group members 5.5 Devolve decision making where appropriate 5.6 Recognise and resolve conflict situations 5.7 Provide positive encouragement and empathy
6 Lead a group of walkers safely	6.1 Monitor appropriate spacing between walkers appropriate to conditions 6.2 Identify a variety of potential hazards 6.3 Decide how each hazard can be safely negotiated 6.4 Recognise situations where a hazard needs to be scouted 6.5 Identify the best lines through hazards taking into consideration the ability of the group and safety issues 6.6 Provide guidance of how to negotiate a hazard clearly and concisely to the group 6.7 Demonstrate clearly to the group how to negotiate the hazard 6.8 Manage the movement of the group to maintain the safest situation when negotiating the hazard 6.9 Respond accordingly to any emergency or non-routine situation
7 Select and maintain a temporary site using minimal impact practices	7.1 Select a suitable site with reference to minimal impact on the environment 7.2 Arrange shelter appropriate for prevailing weather conditions 7.3 Establish site to ensure comfort and safety of the group 7.4 Use minimal impact relevant to the local environment during use of the site 7.5 Explain relevant minimum impact practices to group and monitor their compliance 7.6 Return site to an equal or greater standard on your departure
8 Conduct activity in a professional manner	8.1 Avoid contentious issues in general conversation 8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words 8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
9 Complete post-trip responsibilities	9.1 Notify relevant authority of trip completion 9.2 Retrieve, inspect, repair and store (or retire) equipment according to procedures 9.3 Evaluate, including client feedback, all aspect of trip organisation and conduct 9.4 Suggest modifications if needed

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	[all categories] • verbal • whistles • hand signal
Contextual issues	[all categories] • time of day • season • weather • experience of clients • age of clients • physical health of clients • number of staff • transport • personal experience • length of trip • personal requirements • safety requirements • terrain
Equipment	[all categories] • footwear • backpack • hydration system • food and water • eye protection • ropes • walking aids • sleeping bag • tent • torch • maps and compass • safety equipment, eg first aid • watch • appropriate clothing • cooking appliance and utensils
Hazard	[all categories relevant to location] • loose rocks • tree roots

	• temperature extremes • slippery or unstable terrain • stinging trees and nettles • snakes • crocodiles • biting insects • dense vegetation • flooding • wind • soft ground or mud • lightning • vertical exposure • river crossing
Safety and rescue equipment	[all categories] • repair kit • first aid kit • ropes • knife • communication equipment

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a bushwalk with clients in difficult and trackless areas not exceeding personal abilities on trips that may require overnight arrangements in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups and over a range of seasons, covering all prescribed categories from the Range Statements applicable to guiding bushwalks for clients • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct bushwalking programs at a number of different locations to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROBWG003A Demonstrate bushwalking skills in unmodified landscapes ○ SRONAV003B Navigate in unmodified landscapes in extreme environmental conditions ○ SROBWG004A Demonstrate river crossing skills ○ SROBWG008A Guide bushwalks in tracked or easy untracked areas • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXGRO003A Provide leadership to groups ○ PUAOPEO02A Operate communications systems and equipment
Required knowledge and skills	• Required knowledge ○ Factual information ▪ types ▪ characteristics ▪ equipment/technology, etc ○ Legislation, rules, codes of practice, quality standards, etc ○ Methods/procedures/techniques ▪ operational ▪ maintenance/repair ▪ safety ▪ recording ▪ reporting ▪ selling ▪ merchandising, etc ○ Safety ▪ hazards

	▪ precautions ▪ hazard prevention/minimisation strategies ▪ risk management strategies ▪ first aid ▪ medical emergency procedures, etc ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips ○ Sources of food and water in emergency situations ○ River crossing techniques ○ Application of weather information ○ Camp craft ○ Selection of tie-off points/anchors for handlines ○ Australian Standard 2156.1-2001 Walking Tracks • Required skills ○ Use of rescue equipment ○ Stowing and waterproofing gear ○ River crossing skills ○ Navigation ○ Survival skills ○ Camping skills ○ Cooking skills ○ People handling skills ○ First aid skills appropriate to the location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a suitable outdoor location for the conduct of a bushwalk with real clients ○ backpack ○ suitable footwear ○ food and water ○ suitable clothing for the conditions ○ first aid kit ○ navigation equipment ○ route card ○ permit ○ overnight shelter (overnight trip) ○ sleeping bag ○ cooking systems and utensils • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROBWG010A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups and to include a range of seasons in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a bushwalk with clients
Context for assessment	- This unit of competency must be assessed in the context of an outdoor recreation activity with a range of real clients and must be demonstrated whilst guiding day bushwalks with real clients - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on group (age, health, etc) • Communicating ideas and information - Briefing clients on procedures to adhere to • Planning and organising activities - Planning route, food, water, and equipment to carry • Working with teams and others - Guiding groups of clients during activity • Using mathematical ideas and techniques - Calculating distances to be travelled each day • Solving problems - Dealing with clients less fit and slower than majority of party • Using technology - Using map and compass for navigation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROBWG010A	GUIDE BUSHWALKS IN UNMODIFIED LANDSCAPES
BWG	Bushwalking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide or lead clients on day and/or overnight bushwalks in unmodified landscapes which have the potential for extreme environmental conditions.

Unmodified landscapes are those which are totally natural where there are no modification to the natural surface so that track alignment is indistinct, no clearance along the track, there is no signage, the track is not managed for public risk and where the onset of extreme environmental conditions may have a significant adverse impact upon the bushwalk.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for the group	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the participant and conditions 1.3 Pack equipment that is not required on hand in a suitable manner 1.4 Check safety and rescue equipment to ensure suitability to group and planned trip
2 Plan a bushwalking trip for clients	2.1 Assess skill level, experience and physical capabilities of each member of the group 2.2 Establish attainable group objectives 2.3 Select suitable location for trip to suit abilities and objectives of the group 2.4 Select appropriate map(s) for the intended walk 2.5 Plan the route to be followed taking into account contextual issues 2.6 Prepare a Navigation Data Sheet for the proposed trip 2.7 Obtain and interpret weather information for local conditions of the trip 2.8 Obtain permits or permission for access where necessary 2.9 Ensure correct leader/client ratios are met 2.10 Prepare a checklist for personal equipment as trip leader 2.11 Determine food and drink requirements for group taking into account contextual issues 2.12 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan
3 Brief clients	3.1 Communicate logistical details to clients 3.2 Brief group of standard safety procedures 3.3 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring 3.4 Outline procedure following an incident to a group member 3.5 Establish verbal and non-verbal communication system for use during trip and ensure that all clients understand system(s)
4 Maintain physical welfare of group	4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, walking times and distances 4.2 Assess capabilities of group members on the day before commencing 4.3 Ensure all clients are properly equipped for the trip and conditions including protection from weather conditions eg sunscreen 4.4 Monitor individual client's performance and needs 4.5 Evaluate walking pace and conditions

	4.6 Monitor weather conditions 4.7 Evaluate implications of weather signs on trip plans 4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored 4.9 Control the group to maintain a safe enjoyable atmosphere 4.10 Apply risk management plan
5 Establish effective communication	5.1 Communicate clearly objectives and nature of the trip to the group 5.2 Provide clear and concise direction and advice to group during the trip 5.3 Ensure that good communication exists between all group members by encouraging interaction 5.4 Encourage feedback and questioning from group members 5.5 Devolve decision making where appropriate 5.6 Recognise and resolve conflict situations 5.7 Provide positive encouragement and empathy
6 Lead a group of bushwalkers safely	6.1 Monitor appropriate spacing between clients appropriate to conditions 6.2 Identify a variety of potential hazards 6.3 Decide how each hazard can be safely negotiated 6.4 Recognise situations where a hazard needs to be scouted 6.5 Identify the best lines through hazards taking into consideration the ability of the group and safety issues 6.6 Provide guidance of how to negotiate a hazard clearly and concisely to the group 6.7 Demonstrate clearly to the group how to negotiate the hazard 6.8 Manage the movement of the group to maintain the safest situation when negotiating the hazard 6.9 Respond accordingly to any emergency or non-routine situation
7 Select and maintain a temporary site using minimal impact practices	7.1 Select a suitable site with reference to minimal impact on the environment 7.2 Arrange shelter appropriate for prevailing weather conditions 7.3 Establish site to ensure comfort and safety of the group 7.4 Use minimal impact relevant to the local environment during use of the site 7.5 Explain relevant minimum impact practices to group and monitor their compliance 7.6 Return site to an equal or greater standard on your departure
8 Conduct activity in a professional manner	8.1 Avoid contentious issues in general conversation 8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words 8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
9 Complete post-trip responsibilities	9.1 Notify relevant authority of trip completion 9.2 Retrieve, inspect, repair and store (or retire) equipment according to procedures 9.3 Evaluate, including client feedback, all aspects of trip organisation and conduct 9.4 Suggest modifications if needed

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	[all categories] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • weather • experience of clients • age of clients • physical health of clients • number of staff • transport • personal experience • length of trip • personal requirements • safety requirements • terrain
Equipment	[all categories] • backpack • boots • emergency position indicating radio beacon (EPIRB) • appropriate clothing • rescue equipment • overnight equipment • cooking system
Hazard	[all categories relevant to location] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain • stinging trees and nettles • snakes • crocodiles • biting insects • dense vegetation • flooding • wind

	• soft ground or mud • lightning • vertical exposure • river crossing
Safety and rescue equipment	[all categories] • repair equipment • first aid kit • radio • knife • whistle • emergency position indicating radio beacon (EPIRB)

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding an overnight bushwalking trip with clients in an unmodified landscape not exceeding personal walking abilities on trips that may require overnight arrangements • Assessment of performance should be over a minimum of three (3) different occasions with different groups and to include a range of seasons covering all prescribed categories from the Range Statements applicable to guiding overnight bushwalking trips for clients • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ Apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ Conduct bushwalking programs at a number of different locations to suit ▪ Different client needs ▪ Different activity aims ▪ Different types of client groups ▪ Different activity duration ▪ Different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROBWG009A Guide bushwalks in difficult and trackless areas • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXGRO003A Provide leadership to groups
Required knowledge and skills	• Required knowledge ○ Factual information ▪ types ▪ characteristics ▪ equipment/technology, etc ○ Legislation, rules, codes of practice, quality standards, etc ○ Methods/procedures/techniques ▪ operational ▪ maintenance/repair ▪ safety ▪ recording ▪ reporting ▪ selling ▪ merchandising, etc ○ Safety ▪ hazards ▪ precautions ▪ hazard prevention/minimisation strategies ▪ risk management strategies ▪ first aid ▪ medical emergency procedures, etc ○ Equipment usage in rescue situations

	○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips ○ Sources of food and water in emergency situations ○ River crossing techniques ○ Rescue knowledge ○ Location knowledge ○ Application of weather information ○ Camp craft ○ Selection of tie-off points/anchors for handlines ○ Australian Standard 2156.1-2001 Walking Tracks • Required skills ○ Use of rescue equipment ○ Personal bushwalking skills ○ Packing equipment ○ Equipment improvisation skills ○ Stowing and waterproofing gear ○ River crossing skills ○ Navigation ○ Survival skills ○ Camping skills ○ Cooking skills ○ People handling skills ○ First aid skills appropriate to the location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ Real work group situations ○ An appropriate bushwalking area ○ Overnight equipment ○ Personal clothing ○ Cooking system and utensils ○ Organisation policy and procedures ○ Bushwalking equipment ○ Food and water ○ Rescue equipment ○ Safety equipment ○ Navigation equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ Be competent in this unit ○ Be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups, to include a range of seasons, in order to ensure consistency of performance over the Range Statements and

	contexts applicable to guiding an overnight bushwalking trip with clients
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding overnight bushwalking trips with real clients • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting trip information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning details of entry and exit point along with emergency contingencies • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using a radio in emergency situations Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

CANYONING

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SROCA001A	DEMONSTRATE HORIZONTAL CANYONING SKILLS
CAY	Canyoning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit deals with specific knowledge and skills required to undertake horizontal canyoning activities under supervision. The canyon terrain is limited to gentle to moderate, may be wet or dry, summer or winter and may include sections of swimming or liloing.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Conduct pre activity checks	2.1 Perform pre-departure checks on the equipment (with supervision) to ensure that it is in good working condition and suitable to personal requirements and the activity context 2.2 Identify and access additional resources , such as food and clothing as deemed appropriate by the supervisor 2.3 Check weather conditions and water levels (where applicable)
3 Demonstrate efficient canyoning skills	3.1 Waterproof food, clothing, equipment and resources correctly (where relevant) 3.2 Carry personal items in a manner that ensures that loss or damage is minimised and allows for hands free travel and swimming (where required) 3.3 Survey the route through the canyon, as designated by the supervisor, to identify hazards , assess risk and select a safe route appropriate to skills 3.4 Identify specific risks associated with submerged branches 3.5 Apply route finding techniques that minimise damage to the environment 3.6 Demonstrate navigation skills appropriate to the chosen route 3.7 Demonstrate efficient use of lilos, wading and/or swimming techniques to negotiate deep rock pools (where applicable) 3.8 Demonstrate a degree of balance and suitable safe techniques whilst negotiating a variety of terrain (where applicable) following hazard identification 3.9 Demonstrate measures to guard personal safety while negotiating a range of terrain types within a canyon 3.10 Comply with group management strategies, communicate efficiently with other group members and follow instructions from supervisor
4 Maintain and repair canyoning equipment in the field	4.1 Identify repair tools and spare parts correctly 4.2 Carry an adequate in-field repair kit (according to the requirements of the canyon) 4.3 Conduct common maintenance checks and repairs to canyoning equipment

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Common maintenance	[all categories] • lilo puncture repair • lilo valve repair/replacement • equipment cleaning • pack and clothing repair
Contextual issues	[all categories] • group size • other users • length of canyon • environmental impact • soundness of rock • volume of water • access and egress • weather conditions (at top and bottom) • time of day
Equipment and resources	[all categories relevant to area of operation] • lilos • wet suits • torches • booties • clothing and footwear • food and water • backpacks • safety, first aid and emergency items • repair kit • helmets • communication equipment • stoves
Hazards	[all categories] • slippery rocks • logs and large rock obstacles • submerged tree roots and branches • temperature extremes • rising water levels • falling objects

Measures	[all categories] • observation of surroundings, terrain, other group members • safe falling • use of appropriate pace for the terrain and conditions • observation of weather conditions and terrain • adequate clothing • adequate food and fluid intake • speed • distance from each other
Risks	[all categories] • injuries • hypothermia • drowning • separation from group • equipment failure • being trapped
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Terrain	[three categories] • slippery rocks • large boulders • rock pools • waterslides • small drops • logs • submerged trees and branches

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of simple canyoning skills, canyoning equipment and its correct use • Assessment of performance should be over a minimum of two (2) canyon descents covering the prescribed number of categories from the Range Statement that are applicable to canyons within the learners environment. Assessment must include wet and dry canyons • In particular, assessment must confirm the ability to ○ conduct adequate pre-activity checks prior to entering canyons ○ canyon in an efficient and safe manner in horizontal canyons ○ canyon in different locations with a variety of terrain obstacles and hazards ○ differentiate between the requirements for summer and winter activities ○ differentiate between the requirements for wet and dry canyoning locations and demonstrate the ability to undertake canyoning activities in the type(s) of canyons encountered within the learner's locality/region
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS001B Implement minimal environmental impact practices ○ SROODR001A Apply basic outdoor recreation logistics • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRONAV001B Navigate in tracked or easy untracked areas ○ SROBWG001A Demonstrate bushwalking skills in tracked or easy untracked areas
Required knowledge and skills	• Required knowledge ○ Safety considerations whilst canyoning ○ Factors affecting activity planning ○ Canyoning equipment ○ Personal canyoning gear and clothing requirements ○ Maintenance techniques ○ Minimal impact techniques and codes of ethics ○ Waterproofing techniques (where applicable) ○ Land management and location specific requirements and regulations • Required skills ○ Swimming or paddling (where relevant to canyon type) ○ Navigation in canyons ○ Activity planning ○ Bushwalking techniques
Resource implications	• Physical resources - assessment of this competency requires access to ○ Canyoning equipment ▪ helmets ▪ lilos ▪ wet suits

	▪ backpacks ○ Safety equipment ▪ first aid kit ▪ stove ▪ repair/patch kit ▪ communication equipment ▪ torches ○ A suitable outdoor environment with canyons of the appropriate level of difficulty (as specified in the description of terrain) • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in the unit SROCAY002A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a minimum of two (2) canyon descents in order to ensure consistency of performance over the Range Statements and contexts applicable to horizontal canyoning
Context for assessment	• This unit of competency must be assessed in the context of a horizontal canyoning activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding the proposed canyoning trip • Communicating ideas and information - Advising other group members of the proposed trip • Planning and organising activities - Planning adequate food and water resources for the trip • Working with teams and others - Canyoning as part of a group • Using mathematical ideas and techniques - Calculating the depth of rock pools • Solving problems - Dealing with a puncture to a lilo • Using technology - Using wet suits for warmth in the water Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCAY002A	APPLY VERTICAL CANYONING SKILLS
CAY	Canyoning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit deals with canyoning specific knowledge and skills required to independently undertake vertical canyoning activities. The canyon should have a gentle to moderate horizontal gradient with intermittent vertical pitch/es, it may be dry or wet, including sections of swimming or liloing and may have terrain obstacles and/or hydrological formations.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Conduct pre activity checks	2.1 Perform pre-departure checks on the equipment to ensure that it is in good working condition and suitable to personal requirements and the activity context 2.2 Confirm suitability of, and correct (if necessary), additional resources , such as food and clothing, and logistical arrangements 2.3 Check water levels and weather conditions and review escape routes and contingency plans 2.4 Waterproof food, clothing, equipment and resources (where relevant)
3 Select, fit and use canyoning equipment	3.1 Select and fit personal equipment correctly 3.2 Select and attach descending device (appropriate to the situation) to the rope 3.3 Tie knots suitable to the belay system that is used 3.4 Use equipment in a manner that minimises equipment damage 3.5 Perform safety checks competently on personal equipment (check correct fit, buckles locked, screw gates done up, no signs of damage)
4 Travel through a canyon	4.1 Survey the route through the canyon to identify hazards and obstacles , assess risk, and select a safe route, according to the conditions and groups ability 4.2 Identify (whilst scouting rapids) features of hydrological formations that are hazardous 4.3 Demonstrate the correct body position in moving water to minimise the potential for foot entrapment (where relevant) 4.4 Select route to minimise damage to the environment 4.5 Demonstrate navigation skills appropriate to the chosen route 4.6 Demonstrate efficient use of lilos, wading and/or swimming techniques to negotiate deep rock pools (where appropriate) 4.7 Demonstrate a degree of balance and safe techniques whilst negotiating a variety of obstacles in a canyon environment (where applicable) 4.8 Demonstrate measures to guard personal and group safety while negotiating (using appropriate techniques) a range of obstacles within a canyon 4.9 Comply with group management strategies and communicate (using

	adequate and efficient methods) with other group members 4.10 Demonstrate safe and efficient removal and handling of loaded backpacks to enable passage through the canyon (where necessary)
5 Negotiate vertical pitches	5.1 Identify specific considerations and risks (applicable to canyoning) associated with the selection of equipment and the rigging of abseil anchors and systems 5.3 Apply efficient communication techniques appropriate to the location and conditions 5.4 Descend in a controlled and safe manner 5.5 Demonstrate correct posture and technique whilst abseiling (using single and double rope) taking into account pitch variations 5.6 Demonstrate techniques that minimise damage to the environment whilst abseiling 5.7 Identify the types of hazards encountered whilst abseiling 5.8 Avoid or remove hazards where they exist 5.9 Negotiate simple obstacles to the descent safely 5.10 Respond to emergency situations according to standard operating practices and procedures detailed in organisation's operating procedures and risk management plan 5.11 Demonstrate rope retrieval skills
6 Apply safety procedures	6.1 Identify and apply strategies for the safety of others and to reduce risk whilst abseiling 6.2 Implement safety procedures at top and bottom of descent site 6.3 Use effective communication to implement safety systems
7 Establish belaying position	7.1 Follow procedures to ensure belayer safety in the event of a abseiler fall or rock fall 7.2 Position body in relation to belay device to allow most effective use of belay system 7.3 Demonstrate attachment of belayer to anchor to minimise movement during a fall 7.4 Select a body position and stance that minimises movement during a fall 7.5 Demonstrate safe and efficient operation of a belay system , including efficient rope handling skills 7.6 Demonstrate a safe and efficient escape from a belay system in a rescue situation whilst ensuring the safety of the abseiler
8 Demonstrate suitable belaying technique	8.1 Determine the most appropriate belay device and technique for the situation 8.2 Establish a suitable communication system with abseiler , when belaying others 8.3 Perform all safety checks in accordance with standard policies and procedures 8.4 Arrange rope to ensure free flow 8.5 Maintain rope tension to ensure fall distance is minimised whilst not restricting abseiler movement 8.6 Monitor abseiler or self progress constantly 8.7 Demonstrate correct use of belay device 8.8 Respond to abseiler calls 8.9 Arrest falls promptly using technique according to the belaying device and situation
9 Maintain canyoning equipment	9.1 Identify repair tools and spare parts correctly 9.2 Carry an adequate in-field repair kit (according to the requirements of the canyon)

	9.3 Conduct <i>maintenance</i> checks and repairs to canyoning <i>equipment</i> prior to storage 9.4 Dry <i>equipment</i> prior to storage (where relevant)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[all categories] - self, i.e., self belay - colleagues
Anchors and systems	[all categories] - condition of anchor - stability of surroundings - environmental impacts - safety and ability of abseiler - possible rescue requirements - requirement for a belay system - type of belay system - length of pitch - preferred abseil route - rope abrasion - ability to release rope from bottom of abseil - type of abseil device and/or requirement for auto locking
Belay system	[all categories] - top belay - bottom belay - self belay
Belayer safety	[all categories] - wearing of helmets - attaching to safety ropes - positioning out of direct line of rock/gear fall (where possible)
Communication system	[one category] - calls - radio - hand signals - other suitable negotiated system
Contextual issues	[all categories] - belayer's abilities - abseiler's abilities

	• weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • volume of water • access and egress • weather conditions (above and below canyon) • time of day
Device	[two categories] • auto locking devices, eg, gri gri, stop descender • circular devices, eg, figure 8 type descenders • plate devices, eg, stitch plate • tubular devices, eg, pyramid, air traffic controller (ATC) • improvised devices, eg, crossed karabiners • in line devices, eg, rappelling rack, whale-tail, gold-tail
Emergency situations	[four categories] • injured canyoner • unconscious canyoner • 'frozen' canyoner • abseiler with wedged body parts • hair or clothing jam
Equipment and resources	[all categories] • lilos • wet suits • torches • booties • clothing and footwear • food and water • backpacks • ropes, harnesses, helmets and abseiling hardware • safety, first aid and emergency items • repair kit • communication equipment • stoves • helmets
Hazards	[all categories] • submerged tree roots and branches • temperature extremes • rising water levels • vertical pitches • falling rocks, debris, gear • abrasion points • sharp edges

	• tangled rope • loose clothing and hair • jewellery • phobias • high winds
Hydrological formations	[all categories] • stoppers • holes • strainers • undercuts • still bodies of extremely cold water
Knots	[all categories] • rethreaded figure 8 • figure 8 on bight • friction hitches
Maintenance	[all categories] • lilo puncture repair • lilo valve repair/replacement • cleaning of rope and harnesses
Measures	[all categories] • observation of surroundings, terrain, other group members • use of appropriate pace for the terrain and conditions • use of safety and belay systems • observation of weather conditions and terrain • adequate clothing • adequate food and fluid intake
Obstacles	[all categories] • slippery rocks • large boulders • rock pools • water slides • small drops • logs • small rapids
Personal equipment	[all categories] • helmets • protective clothing • karabiners • harnesses

	• gloves • footwear
Risks	[all categories] • injuries • hypothermia • drowning • separation from group • equipment failure • being trapped
Safety of others	[all categories] • speed • distance from each other
Simple obstacles	[all categories] • ledges • trees • overhangs • squeezes • traverses
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of the correct use of a range of canyoning and abseiling equipment in a vertical context - Assessment of performance should be over a minimum of three (3) separate canyon descents including a variety of canyon terrain, covering all the prescribed number of categories from the Range Statements that are applicable to the context and environment in which the learner is operating, eg, wet canyons/dry canyons - In particular, assessment must confirm the ability to - conduct adequate pre activity checks - canyon in an efficient and safe manner in vertical canyons - maintain canyoning equipment - demonstrate efficient rope handling skills - canyon in different locations with a variety of terrain obstacles, hazards and conditions within the context of the region in which the learner is operating including, but not limited to - wet canyons (where applicable to the region) - dry canyons - different length pitches
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROOPS002B Plan for minimal environmental impact - SROODR002A Plan outdoor recreation activities - SROCAY001A Demonstrate horizontal canyoning skills - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROCAY003A Establish belays in canyons
Required knowledge and skills	- Required knowledge - Safety considerations whilst canyoning - Factors affecting activity planning - Canyoning equipment - Personal canyoning gear and clothing requirements - Equipment use and maintenance - Minimal impact techniques and codes of ethics - Waterproofing techniques - Anchor selection and rigging of abseils - Required skills - Swimming or paddling - Navigation in canyons - Activity planning - Abseiling techniques - Rope handling
Resource implications	- Physical resources - assessment of this competency requires access to - Canyoning equipment - helmets - lilos - wet suits

	▪ backpacks ▪ harnesses ▪ helmets ▪ descending devices ▪ ropes ▪ tape ○ Safety equipment ▪ first aid kit ▪ stove ▪ repair/patch kit ▪ communication equipment ▪ torches ▪ spare canyoning equipment ○ People to canyon ○ A suitable outdoor environment with canyons with vertical pitches and "wet" sections • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROCAY004A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a minimum of three (3) separate canyon descents including a variety of canyon terrain, in order to ensure consistency of performance over the Range Statements and contexts applicable to simple vertical canyoning skills
Context for assessment	• This unit of competency must be assessed in the context of a vertical canyoning activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment should contain vertical sections free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	2	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the proposed canyoning trip • Communicating ideas and information - Using recognised communication system prior to abseiling/ascending • Planning and organising activities - Planning equipment required for the canyoning trip • Working with teams and others - Canyoning as part of group • Using mathematical ideas and techniques - Calculating length of pitches and duration of trip • Solving problems - Dealing with jammed ropes • Using technology - Using descending devices whilst abseiling Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCAY003A	ESTABLISH BELAYS IN CANYONS
CAY	Canyoning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select fixed and natural anchors for the attachment of ropes and/or equipment for belays, eg, tape, karabiners. These anchors are to be used in establishing belay systems and rigging rope pitches for canyoning. These systems must be able to accommodate different belayer and abseiler abilities in a single pitch context. Anchors must be selected from a diversity of locations, offering different environmental conditions, eg, rock type, tree type.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure natural and/or fixed anchors	1.1 Assess the condition of the anchor(s) (including performance under likely load) and the stability of the surroundings 1.2 Identify and select anchor(s) to minimise failure and to ensure minimal environmental impact 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the abseil, and the abilities of the person's participating 1.4 Select anchor(s) demonstrating consideration of belay systems, back-up systems, type of anchors and operating procedures (where applicable)
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and abseiler 2.2 Identify how the forces generated during a fall affect the selection of the system 2.3 Determine advantages and disadvantages of top belay versus bottom brake and justify selection of belay system 2.4 Establish a belay system after consideration of other contextual issues which may affect the system 2.5 Demonstrate the rigging of multiple anchors, ensuring equalisation and minimal shock loading (where applicable) 2.6 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall 2.7 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.8 Select a belay device that is suitable for the situation and the belayer's ability, and demonstrate use in accordance with manufacturer's specifications 2.9 Select and tie knots suitable for the type of system established 2.10 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.11 Check all equipment (for signs of corrosion, abrasion, impact, aging) to ensure that it is in working order 2.12 Identify and avoid or remove hazards where they exist and where appropriate
3 Rig rope pitches for safety and ease of use	3.1 Identify safe access to and egress from the site, and 'safe areas' 3.2 Identify ascent/descent route according to the contextual issues 3.3 Select and tie knots that are suitable for the type of system established and for potential retrieval or rescue situations 3.4 Set up anchors and ropes to facilitate rescue

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[all categories] • self • colleague
Anchors	[all categories] • natural ○ trees ○ knobs of rock ○ threads ○ rock bollards ○ limestone formations ○ persons in the case of body belays • fixed ○ bolts ○ chains ○ bollards ○ pitons ○ eyelets ○ U bolts ○ wire cables
Belay devices	[two categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, Air Traffic Controller (ATC) • Prusik cord and suitable friction hitch
Belay system	[all categories] • at the top of a pitch • at the bottom of the pitch • attached to abseiler (self belay)
Condition of anchors	[all categories] • age • location • wear • decay • corrosion • weathering

	• environmental stress • insect damage
Contextual issues	[all categories] • belayer's abilities • abseiler's abilities • weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions (at top and bottom) • time of day
Environmental impacts	[all categories] • rock dislodgement • compacting of soil • damage to flora, fauna, bird's nests, cave formations • effect on other users of the site
Equipment	[all categories] • ropes • tape slings • rope protectors • karabiners
Hazards	[all categories] • loose rocks/gear • sharp edges • moving ropes running over stationary ropes, tape or webbing • tripping on loose or complex rigging
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots ○ rethreaded figure of 8 ○ figure of 8 ○ round turn and two half hitches ○ stopper knots • mid-rope knots, eg, alpine butterfly, in line figure of 8 • rope joining knots, eg, double fisherman's • tape knot
Likely load	[all categories]

	• group size • set up • type of abseil conducted • abseiler ability • technique
Persons participating	[two categories] • experienced • inexperienced • adults/children • tourists, club members, clients, school or youth groups
Safety of belayer	[all categories] • attachment to anchor or alternate safety system • positioning out of direct line of rock or equipment fall
Stability of surroundings	[all categories] • location • cracks • deformities • fissures
Standards	[all categories] • Australian • international, eg, European Committee for Standardisation (CEN) • accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the factors affecting the stability and selection of anchors, the different types of belay systems and knots and their suitability in different rigging situations in the workplace • Assessment of performance should be over the set up of abseils for a minimum of three (3) separate canyon descents (this should include a variety of canyon terrain, and canyons that have more than one vertical pitch), covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ select and establish anchors, considering the factors that affect their suitability ○ select and establish a belay system according to the situation ○ establish belay systems for single pitch abseiling at the top and bottom of pitches ○ use suitable belay devices and knots ○ determine the need for, and establish, back up belay systems ○ establish a self belay system ○ apply knowledge of knots and anchor selection to rig ropes to suit different situations (including the rigging of retrievable abseils)
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCAY002A Apply vertical canyoning skills
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and International standards, eg, European Committee for Standardisation (CEN) on equipment use and performance ○ Relevant State legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Minimum impact code ○ Principles of anchor systems, eg, equally shared load, single component failure and effect, redundancy, angle of separation ○ Principles of belay systems and devices ○ Different types of belay system, eg, top and bottom belays, self and instructor/other participant belays ○ Technical abseiling and equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Technical abseiling ability

	- Required skills - Decision making to select anchors and belay systems - Problem solving to eliminate/minimise hazards - Observation to assess anchors
Resource implications	- Physical resources - assessment of this unit of competency requires access to - abseiling equipment - harnesses - helmets - descending devices - karabiners - ropes - rope protectors - gloves - safety equipment, eg, first aid kit, spare abseiling equipment - minimum of two canyoning locations (must have vertical pitches with "wet" sections) with varying qualities and with fixed anchors - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above, i.e., SROCA005A - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the variety of techniques and procedures, this unit of competency must be assessed over the set up of abseils for a minimum of three (3) separate canyon descents (this should include a variety of canyon terrain, and canyons that have more than one vertical pitch), in order to ensure consistency of performance over the Range Statements and contexts applicable to setting up anchors and belays for vertical canyoning
Context for assessment	- This unit of competency must be assessed in the context of establishing belays for a vertical canyoning activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non-routine hazards, with vertical and "wet" sections - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	3	2	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding types and application of anchors • Communicating ideas and information - Using recognised communication system prior to and during abseiling • Planning and organising activities - Planning required equipment and resources for the activity • Working with teams and others - Working with others in a canyoning activity • Using mathematical ideas and techniques - Determining appropriate rope length(s) and equipment for the descent(s) • Solving problems - Dealing with poorly located anchors • Using technology - Using karabiners to form part of belay system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCA004A	APPLY ADVANCED VERTICAL CANYONING SKILLS
CAY	Canyoning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit deals with advanced canyoning specific knowledge and skills required to independently undertake vertical canyoning activities in difficult and/or non-routine conditions. These canyons may include intermittent vertical pitches of variable length, multi pitch abseils and hazardous hydrological features.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Conduct pre activity checks	2.1 Perform pre-departure checks on the equipment to ensure that it is in good working condition and suitable to personal requirements and the activity context 2.2 Confirm suitability of, and correct (if necessary), additional resources , such as food and clothing, and logistical arrangements 2.3 Check water levels and weather conditions and review escape routes and contingency plans 2.4 Waterproof food, clothing, equipment and resources (where applicable)
3 Select, fit and use abseiling equipment	3.1 Select and fit appropriate personal equipment 3.2 Select and attach descending device (appropriate to the situation) to the rope 3.3 Identify and tie knots suitable to the belay system being used 3.4 Use equipment in a manner that minimises damage to the equipment 3.5 Perform safety checks on personal equipment competently (checking correct fit, buckles locked, screw gates done up, no signs of damage)
4 Travel through a canyon with vertical pitches using advanced skills	4.1 Identify emergency situations which may occur whilst canyoning that require the use of advanced skills 4.2 Respond to emergency situations according to standard operating procedures 4.3 Identify situations in which normal or designated anchors may not be available/suitable for use 4.4 Identify and establish new or alternate anchors in non-routine situations 4.5 Establish efficient and effective communication techniques and safety systems to deal with emergency situations 4.6 Demonstrate efficient rope handling and retrieval skills in non-routine situations 4.7 Survey the route through the canyon (in emergency/non-routine situations) to identify hazards , assess risks , and select a safe route, according to the groups skills and conditions 4.8 Identify (whilst scouting rapids) features of hazardous hydrological formations and identify alternative routes (where applicable)

	4.9 Adopt the correct body position in moving water to minimise the potential for foot entrapment (where applicable)
5 Demonstrate correct abseiling technique	5.1 Demonstrate use of appropriate abseiling communication calls 5.2 Demonstrate correct posture and technique whilst abseiling (using single and double rope) taking into account pitch variations 5.3 Negotiate obstacles safely 5.4 Descend in a controlled and safe manner 5.5 Demonstrate appropriate techniques that minimise damage to the environment whilst abseiling
6 Apply safety procedures	6.1 Identify and apply strategies to reduce risk whilst abseiling 6.2 Implement safety procedures at top and bottom of descent site 6.3 Use effective communication to implement safety systems

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay systems	[all categories] • top belay • bottom belay • self belay
Contextual issues	[all categories] • belayer's abilities • abseiler's abilities • weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • volume of water • access and egress • weather conditions (at top and bottom) • time of day
Descending device	[all categories] • auto locking devices, eg, gri gri, stop descender • circular devices, eg, figure 8 type descenders • plate devices, eg, sticht plate • tubular devices, eg, pyramid, Air Traffic Controller (ATC) • improvised devices, eg, crossed karabiners • in line devices, eg, rappelling rack, whale-tail, gold-tail
Emergency situations	[all categories] • injured/unconscious abseiler • abseiler with wedged body parts • unexpected raised water levels • damaged or lost equipment • changed conditions at top of pitch, eg, decayed trees, corroded bolts, obstructions
Equipment and resources	[all categories] • lilos • wet suits

	• torches • booties • clothing and footwear • food and water • backpacks • ropes, harnesses, helmets and abseiling hardware • safety, first aid and emergency items • repair kit • communication equipment • stoves • helmets
Hazards	[all categories] • slippery rocks • logs and large rocks • submerged tree roots and branches • temperature extremes • rising water levels • vertical pitches • falling rocks, debris, gear • abrasion points • sharp edges • tangled rope • loose clothing and hair • jewellery • phobias
Hydrological formations	[all categories] • stoppers • holes • strainers • undercuts • still bodies of extremely cold water
Knots	[all categories] • rethreaded figure 8 • figure 8 on bight • friction hitches
Obstacles	[all categories] • ledges • trees • falling water • overhangs • squeezes • traverses
Personal equipment	[all categories]

	• helmets • protective clothing • karabiners • harnesses • gloves • footwear
Risks	[all categories] • injuries • hypothermia • drowning • separation from group • equipment failure • being trapped
Situations	[all categories] • anchor point corroded, removed or decayed • anchor point obstructed by debris • raised water levels • injured member of group, requiring raising or lowering
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of advanced canyoning techniques to deal with unpredictable, non-routine and emergency situations in vertical canyons • Assessment of performance should be over a minimum of three (3) separate canyon descents (this should include a variety of canyon terrain, and canyons that have at least one multi pitch descent), covering the prescribed number of categories from the Range Statements that are applicable to the context and environment in which the learner is operating • In particular, assessment must confirm the ability to ○ conduct adequate pre-activity checks ○ demonstrate efficient rope handling skills in difficult/non-routine situations ○ respond to emergency situations in vertical canyons in a safe manner ○ canyon in multi pitch situations in different locations requiring the use of advanced techniques, in situations which may include ▪ intermittent vertical pitches of variable length ▪ multi-pitch abseils with belay stations mid-pitch (where applicable) ▪ terrain obstacles which obstruct regular route ▪ flowing water and resultant hydrological formations (where applicable)
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCA002A Apply vertical canyoning skills ○ SROODR003A Plan outdoor recreation activities (advanced) • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCA005A Establish complex belays in canyons
Required knowledge and skills	• Required knowledge ○ Safety considerations whilst canyoning in difficult or extreme situations ○ Improvisation of equipment for use in canyoning ○ Personal canyoning gear and clothing requirements ○ Equipment use and maintenance ○ Anchor selection and rigging of abseils • Required skills ○ Swimming or paddling (where applicable) ○ Navigation in canyons ○ Multi pitch abseiling techniques ○ Rope handling
Resource implications	• Physical resources - assessment of this competency requires access to ○ Canyoning equipment ▪ helmets ▪ lilos ▪ wet suits

	▪ backpacks ▪ harnesses ▪ helmets ▪ descending devices ▪ ropes ▪ tape ○ Safety equipment ▪ first aid kit ▪ stove ▪ repair/patch kit ▪ communication equipment ▪ torches ▪ spare canyoning equipment ○ People to canyon ○ A suitable outdoor environment with canyons with multi pitch descents and "wet" sections • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROCAY004A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a minimum of three (3) separate canyon descents (this should include a variety of canyon terrain, and canyons that have at least one multi pitch descent), in order to ensure consistency of performance over the Range Statements and contexts applicable to advanced vertical canyoning skills
Context for assessment	• This unit of competency must be assessed in the context of a vertical canyoning activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment should contain multi pitch vertical sections, wet sections and may include complicated or non - routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding the proposed canyoning trip • Communicating ideas and information - Advising other members of the terrain likely to be encountered • Planning and organising activities - Planning equipment and other resources required for the canyoning trip • Working with teams and others - Working with other members of the canyoning group • Using mathematical ideas and techniques - Calculating the duration of the trip based on water height • Solving problems - Dealing missing or inadequate anchors • Using technology - Using descending devices for abseiling Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCA005A	ESTABLISH COMPLEX BELAYS IN CANYONS
CAY	Canyoning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select and create anchors (fixed, natural and/or artificial) for the attachment of ropes and equipment, eg, tapes, karabiners, for belays. These anchors are to be used in establishing belay systems and rigging rope pitches for canyoning. These systems must be able to accommodate different belayer and abseiler abilities in single and multi pitch contexts. Anchors must be selected from a diversity of locations, offering different environmental conditions, eg, rock type, tree type, type of weather and resultant effects.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure natural, fixed and/or artificial anchors	1.1 Assess the condition of the anchor(s) (including performance under likely load) and the stability of the surroundings 1.2 Identify and select anchor(s) to minimise failure, and to ensure minimal environmental impact 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the activity, and the abilities of the person's participating 1.4 Select anchor(s) demonstrating consideration of belay systems, back-up systems, type of anchors and operating procedures 1.5 Place artificial protection in an accurate, efficient and effective manner, to create an anchor
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and abseiler 2.2 Identify the forces generated during a fall and their affect on the system 2.3 Establish a belay system after consideration of other contextual issues which may affect the system 2.4 Demonstrate the rigging of multiple anchors, ensuring equalisation and minimal shock loading 2.5 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall 2.6 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.7 Select a belay device that is suitable for the situation and the belayer's ability, and demonstrate use in accordance with manufacturer's specifications 2.8 Select and tie knots suitable for the type of system established 2.9 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.10 Check all equipment (for signs of corrosion, abrasion, impact, wearing) to ensure that it is in working order 2.11 Identify and avoid or remove hazards where they exist and where appropriate
3 Rig rope pitches for safety and ease of use	3.1 Identify safe access to and egress from the site, and 'safe areas' 3.2 Identify ascent/descent route after consideration of the contextual issues 3.3 Construct an abseil rig, demonstrating correct evaluation of all relevant factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Abseiler	[all categories] • self • colleague
Anchors	[all categories] • natural ○ trees ○ knobs of rock ○ threads ○ rock bollards ○ limestone formations • fixed ○ bolts ○ chains ○ bollards ○ pitons ○ eyelets ○ U bolts ○ wire cables • artificial ○ wires ○ nuts ○ hexes ○ camming devices
Belay devices	[all categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, Air Traffic Controller (ATC) • Prusik cord and suitable friction hitch
Belay system	[all categories] • at the top of a pitch • at the bottom of the pitch • attached to participant (self belay)
Condition of anchors	[all categories] • age • location

	• wear • decay • corrosion • weathering • environmental stress • insect damage
Contextual issues	[all categories] • belayer's abilities • abseiler abilities • weight ratio of abseiler to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions (at top and bottom) • time of day
Environmental impacts	[all categories] • rock dislodgement • compacting of soil • damage to flora, fauna, bird's nests, cave formations • effect on other users of the site
Equipment	[all categories] • ropes • tape slings • rope protectors • karabiners
Hazards	[all categories] • loose rocks/gear • sharp edges • moving ropes running over stationary ropes, tape or webbing • tripping on loose or complex rigging
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots ○ rethreaded figure of eight ○ figure of 8 ○ round turn and two half hitches ○ stopper knots • mid-rope knots, eg, alpine butterfly, in line figure of 8 • rope joining knots, eg, double fisherman's

	tape knot
Likely load	[all categories] - group size - set up - type of abseil conducted - abseiler ability - technique
Person's participating	[all categories] - experienced - inexperienced - adults/children - tourists, club members, clients, school or youth groups
Relevant factors	[all categories] - condition of anchor - stability of surroundings - environmental impacts - safety and ability of abseiler - possible rescue requirements - requirement for a belay system - type of belay system - length of pitch - preferred abseil route - rope abrasion - ability to release rope from bottom of abseil - type of abseil device and or requirement for auto locking
Safety of belayer	[all categories] - attachment to anchor or alternate safety system - positioning out of direct line of rock or equipment fall
Stability of surroundings	[all categories] - location - cracks - deformities - fissures
Standards	[all categories] - Australian - International, eg, European Committee for Standardisation (CEN) - accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm in depth knowledge of rigging techniques applicable to - Different types of anchor - Different equipment - Different pitch requirements - Different abilities of group members - Assessment of performance should be over the set up of abseils for a minimum of three (3) separate canyon descents (this should include a variety of canyon terrain, and canyons that have at least one multi pitch descent), covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of the factors affecting the stability and selection of anchors (fixed, natural and/or artificial) to select anchors for simple and complex, single and multi-pitch abseils in a canyon environment - establish a broad range of belay systems to accommodate different belayer and participant abilities, types of anchor and location requirements - use a variety of different belay systems and knots in routine and non - routine situations - apply considerable discretion and judgement as to the type of belay system required - rig pitches for abseiling using all categories of anchor - rig pitches for abseils and single rope technique in single and multi pitch contexts in routine and non-routine situations - establish suitable safety systems in multi pitch situations
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCA003A Establish belays in canyons - SROODR003A Plan outdoor recreation activities (advanced) - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROCA004A Apply advanced vertical canyoning skills
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant Australian and international standards, eg, European Committee for Standardisation (CEN) on equipment use and performance - Relevant state legislation impacting on roping activities - Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) - Manufacturer's design specifications and recommendations for equipment use - Minimum impact code - Principles of anchor systems (equally shared load, single

	○ component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system, eg, top and bottom belays, self and instructor/other participant belays ○ Technical activity/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations • Required skills ○ Decision making belay devices and systems, route to take ○ Problem solving to overcome obstacles and hazards ○ Observation of group dynamics, weather patterns
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ abseiling equipment ▪ harnesses ▪ helmets ▪ descending devices ▪ karabiners ▪ ropes ▪ rope protectors ▪ gloves ○ Safety equipment, eg, first aid kit, spare abseiling equipment ○ Minimum of two canyoning locations (each canyon must include a variety of anchors, "wet" sections and at least one multi pitch descent) • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit, i.e., SROCAY005A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of techniques and procedures, this unit of competency must be assessed over the set up of abseils for a minimum of three (3) separate canyon descents (this should include a variety of canyon terrain, and canyons that have at least one multi pitch descent), in order to ensure consistency of performance over the Range Statements and contexts applicable to setting up anchors and belays for complex vertical canyoning
Context for assessment	• This unit of competency must be assessed in the context of a canyoning activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment may include complicated or non-routine hazards but must be safe • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required

	knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	-	3	-	3	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding types and application of anchors • Communicating ideas and information - not applicable • Planning and organising activities - Planning required equipment and resources for the activity • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Determining length/s of rope and equipment required for setting up belays and abseils • Solving problems - Dealing with locations poorly located or missing anchors • Using technology - Using artificial protection to create an anchor Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCA006A	GUIDE CANYONING TRIPS (SINGLE PITCH)
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients on a canyoning trip in a canyon with single pitch vertical sections.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a canyoning trip for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select a canyon to suit abilities and objectives of the group 1.4 Determine the most appropriate belay system , demonstrating consideration of clients abilities and conditions at the site 1.5 Obtain and interpret local weather information relevant to the activity 1.6 Obtain permits or permission for access where necessary 1.7 Ensure correct guide/client ratios are met 1.8 Prepare a personal equipment checklist for clients 1.9 Determine food and drink requirements for group taking into account contextual issues 1.10 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the participant and the canyon 2.3 Check safety and rescue equipment to ensure suitability to the group and the canyon
3 Brief clients	3.1 Communicate clearly the aim of the guided activity to the clients 3.2 Communicate logistical details to clients, including relevant minimal environmental impact procedures 3.3 Brief group of standard safety procedures 3.4 Demonstrate correct abseiling, belaying, liloing and white water swimming techniques (where appropriate) 3.5 Outline procedures for inversion and entrapment (where appropriate) 3.6 Establish a communication system for use during canyoning and ensure that all clients understand the system 3.7 Devolve decision making (where appropriate)
4 Maintain physical welfare of group	4.1 Assess capabilities of group members on the day 4.2 Ensure all clients are properly equipped for the canyon 4.3 Monitor individual client's performance and needs 4.4 Evaluate canyoning conditions 4.5 Monitor weather conditions 4.6 Evaluate implications of weather signs on canyoning plans 4.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored 4.8 Control the group to maintain a safe enjoyable atmosphere 4.9 Apply risk management plan 4.10 Recognise and resolve conflict situations (where practical)

5 Lead a canyoning trip safely	5.1 Establish safe areas/boundaries (if applicable) 5.2 Provide clear and concise direction and advice to group during the activity 5.3 Establish anchors and abseil ropes (and belay ropes, if applicable), ensuring ropes are positioned correctly for the proposed descent 5.4 Monitor abseiling, belaying, liloing and white water swimming techniques (where appropriate) 5.5 Identify a variety of potential hazards 5.6 Decide how each hazard can be overcome/avoided 5.7 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 5.8 Provide positive encouragement and empathy 5.9 Manage the actions of the group to maintain the safest situation 5.10 Respond accordingly to any emergency or non-routine situation
6 Conduct activity in a professional manner	6.1 Encourage feedback and questioning from group members 6.2 Avoid contentious issues in general conversation 6.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 6.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
7 Complete post-trip responsibilities	7.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 7.2 Evaluate all aspects of activity organisation and conduct, including client feedback 7.3 Suggest modifications (if required)

Range of Variables

The Range of Variables statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range of Variables statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

VARIABLE STATEMENT	CATEGORIES
Belay systems	[all relevant categories] • top belay • self belay • bottom brake
Communication	[two categories] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of the canyon • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height and complexity of the canyon • personal requirements • safety requirements
Equipment	[all categories] • abseiling equipment ○ ropes ○ harnesses ○ descending device ○ karabiners • canyoning equipment ○ lilos ○ wet suits ○ booties • safety equipment ○ helmet ○ belay devices ○ first aid kit ○ rope protectors ○ torches

	○ communication equipment • rescue equipment ○ knife ○ rescue pulley ○ whistle ○ spare Prusik loops • artificial protection - if applicable ○ wires ○ nuts ○ cams ○ spring loaded camming device • appropriate clothing and footwear • food and water • backpacks • repair kit • stoves
Hazards	[all categories relevant to location] • may include ○ environmental hazards ▪ abrasion points ▪ sharp edges ▪ loose rocks or debris ▪ slippery rocks ▪ logs and large rocks ▪ submerged tree roots and branches ▪ temperature extremes ▪ vertical pitches ○ hydrological hazards ▪ rising water levels ▪ stoppers ▪ holes ▪ strainers ▪ undercuts still bodies of extremely cold water ○ set-up hazards ▪ moving ropes running over stationary ropes ▪ tape or webbing ▪ tangled rope ▪ tripping on complex or loose rigging ▪ loose gear ○ group management hazards ▪ canyoneers too close to the edge without safety lines ▪ canyoneers not properly attached to abseil/belay lines ▪ canyoneers being swept away in rapids ▪ hypothermia ▪ canyoneers being careless with gear ○ canyoneer hazards ▪ loose clothing ▪ hair ▪ jewellery ▪ phobias ○ dangerous fauna ▪ snakes ▪ spiders ▪ wasps

Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a canyoning trip with clients, in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding a canyoning trip • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct canyoning trips at a number of different locations to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCA002A Apply vertical canyoning skills ○ SROCA003A Establish belays in canyons ○ SROODR005A Guide outdoor recreation sessions ○ SRXRIK001A Undertake risk analysis of activities ○ SROVTR001A Perform vertical rescues ○ SRCAQU003A Respond to an aquatic emergency using basic water rescue techniques • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and International standards on equipment use and performance ○ Relevant State legislation impacting on canyoning activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system, eg, top and bottom belays, self and instructor/other participant belays ○ Technical canyoning/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for canyoning

	○ Location knowledge • Required skills ○ Personal canyoning skills to a high level of technical correctness ○ Decision making to modify activity to meet group needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a canyoning site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ canyoning equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above, i.e., SROCA008A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a canyoning trip with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding a canyoning trip with real clients • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning sequencing for the activity • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCA007A	INSTRUCT CANYONING SKILLS
CAY	Canyoning

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a canyoning activity.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching canyoning	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre - activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach canyoning	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional canyoning session	3.1 Communicate the aims of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional canyoning session	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills

	4.5 Evaluate instructional activities for effectiveness and implement modifications when required 4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for a canyoning session	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a canyoning activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to canyoning and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in canyoning 6.3 Identify minimal impact practices appropriate to canyoning, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in canyoning, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a canyoning activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to canyoning, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to canyoning 7.4 Demonstrate rescue techniques specific to canyoning, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach canyoning skills	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or

	efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required
9 Communicate further canyoning knowledge	9.1 Inform clients of locations, suitable to their skill level, for participating in canyoning 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the canyoning instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • canyoning equipment ○ ropes ○ harnesses ○ descending device ○ dry bags • safety equipment ○ helmet ○ belay devices ○ first aid kit • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops
Hazards	[all categories] • may include ○ slippery rocks ○ logs and large rocks ○ submerged tree roots and branches ○ temperature extremes ○ rising water levels ○ vertical pitches ○ falling rocks, debris, gear ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ hydrological formations ▪ stoppers ▪ holes ▪ strainers ▪ undercuts ▪ still bodies of extremely cold water
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression

	• skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids ○ suitable canyon for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ "part" to "whole" ○ chronological ○ know to unknown ○ D.E.D.I.C.T. (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A. (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a canyoning instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace - Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing canyoning skills - Assessment must confirm the ability to apply this knowledge and appropriate technique to - apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements - demonstrate canyoning techniques or skills accurately - establish a positive learning environment - recognise different client abilities and teach to suit individual needs - provide constructive feedback which enhances the client's learning - provide instruction in required knowledge and skills for canyoning - apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSZ404A Train small groups - The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is - SROCA004A Apply advanced vertical canyoning skills - SROCA005A Establish complex belays in canyons - SROVTR002 Perform complex vertical rescues - SROOPS004B Interpret weather conditions in the field - SRCAQU003A Respond to an aquatic emergency using basic water rescue techniques - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Of activity location and its suitability for the conduct of the instructional session - Industry guidelines, codes of practice, recommended staff/client ratios - Relevant legislation impacting upon the instruction or conduct of canyoning - occupational health and safety - land and water management authorities - local government - Theories of instruction applicable to a range of ages and learning

	- abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of canyoning skills • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing canyoning ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Canyoning skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations (indoor and/or outdoor) for the conduct of canyoning instructional sessions ○ canyoning equipment ▪ ropes ▪ harnesses ▪ descending device ▪ dry bags ○ Safety equipment ▪ helmet ▪ belay devices ▪ first aid kit ○ Rescue equipment ▪ knife ▪ rescue pulley ▪ spare Prusik loops ○ Suitable personal clothing ○ First aid kit ○ Instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ Food and water resources ○ Client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit, i.e., SROCAY007A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum

	of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing canyoning skills
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a canyoning activity with a range of clients (not peers) • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCAY008A	GUIDE CANYONING TRIPS (MULTI PITCH)
ABN	Abseiling (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients on a canyoning trip in a canyon with multi pitch vertical sections.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a canyoning trip for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select a canyon to suit abilities and objectives of the group 1.4 Determine the most appropriate belay system , demonstrating consideration of clients abilities and conditions at the site 1.5 Obtain and interpret local weather information relevant to the activity 1.6 Obtain permits or permission for access where necessary 1.7 Ensure correct guide/client ratios are met 1.8 Prepare a personal equipment checklist for clients 1.9 Determine food and drink requirements for group taking into account contextual issues 1.10 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the participant and the canyon 2.3 Check safety and rescue equipment to ensure suitability to the group and the canyon
3 Brief clients	3.1 Communicate clearly the aim of the guided activity to the clients 3.2 Communicate logistical details to clients, including relevant minimal environmental impact practices 3.3 Brief group of standard safety procedures 3.4 Demonstrate correct abseiling, belaying, liloing and white water swimming techniques (where appropriate) 3.5 Outline procedures for inversion and entrapment (where appropriate) 3.6 Establish a communication system for use during canyoning and ensure that all clients understand the system 3.7 Devolve decision making (where appropriate)
4 Maintain physical welfare of group	4.1 Assess capabilities of group members on the day 4.2 Ensure all clients are properly equipped for the canyon 4.3 Monitor individual client's performance and needs 4.4 Evaluate canyoning conditions 4.5 Monitor weather conditions 4.6 Evaluate implications of weather signs on canyoning plans 4.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored 4.8 Control the group to maintain a safe enjoyable atmosphere 4.9 Apply risk management plan 4.10 Recognise and resolve conflict situations (where practical)

5 Lead a canyoning trip safely	5.1 Provide clear and concise direction and advice to group during the activity 5.2 Monitor abseiling, belaying, liloing and white water swimming techniques (where appropriate) 5.3 Identify a variety of potential hazards 5.4 Decide how each hazard can be overcome/avoided 5.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 5.6 Provide positive encouragement and empathy 5.7 Manage the actions of the group to maintain the safest situation 5.8 Respond accordingly to any emergency or non-routine situation
6 Conduct activity in a professional manner	6.1 Encourage feedback and questioning from group members 6.2 Avoid contentious issues in general conversation 6.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 6.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
7 Complete post-trip responsibilities	7.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 7.2 Evaluate all aspects of activity organisation and conduct, including client feedback 7.3 Suggest modifications (if required)

Range of Variables

The Range of Variables statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range of Variables statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

VARIABLE STATEMENT	CATEGORIES
Belay system	[all relevant categories] • top belay • self belay • bottom brake
Communication	[two categories] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of the canyon • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height and complexity of the canyon • personal requirements • safety requirements
Equipment	[all categories] • abseiling equipment ○ ropes ○ harnesses ○ descending device ○ karabiners • canyoning equipment ○ lilos ○ wet suits ○ booties • safety equipment ○ helmet ○ belay devices ○ first aid kit ○ rope protectors ○ torches

	○ communication equipment • rescue equipment ○ knife ○ rescue pulley ○ whistle ○ spare Prusik loops • artificial protection - if applicable ○ wires ○ nuts ○ cams ○ spring loaded camming device • appropriate clothing and footwear • food and water • backpacks • repair kit • stoves
Hazards	[all categories relevant to location] • may include ○ environmental hazards ▪ abrasion points ▪ sharp edges ▪ loose rocks or debris ▪ slippery rocks ▪ logs and large rocks ▪ submerged tree roots and branches ▪ temperature extremes ▪ vertical pitches ○ hydrological hazards ▪ rising water levels ▪ stoppers ▪ holes ▪ strainers ▪ undercuts ▪ still bodies of extremely cold water ○ set-up hazards ▪ moving ropes running over stationary ropes ▪ tape or webbing ▪ tangled rope ▪ tripping on complex or loose rigging ▪ loose gear ○ group management hazards ▪ canyons too close to the edge without safety lines ▪ canyons not properly attached to abseil/belay lines ▪ canyons being swept away in rapids ▪ hypothermia ▪ canyons being careless with gear ○ canyoner hazards ▪ loose clothing ▪ hair ▪ jewellery ▪ phobias ○ dangerous fauna ▪ snakes ▪ spiders

	▪ wasps
Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a canyoning trip with clients, in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding a canyoning trip • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct canyoning trips at a number of different locations to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCA004A Apply advanced vertical canyoning skills ○ SROCA005A Establish complex belays in canyons ○ SROCA006A Guide canyoning trips (single pitch) ○ SROVTR002A Perform complex vertical rescues ○ SROOPS004B Interpret weather conditions in the field • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant state legislation impacting on canyoning activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system, eg, top and bottom belays, self and instructor/other participant belays ○ Technical canyoning/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for canyoning ○ Location knowledge • Required skills

	○ Personal canyoning skills to a high level of technical correctness ○ Decision making to tailor activity to meet groups needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a canyoning site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ canyoning equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit, i.e., SROCA008A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a canyoning trip with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding a canyoning trip with real clients • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning sequencing for the activity • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

CLIMBING – ARTIFICIAL SURFACE

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SROCLA001A	DEMONSTRATE SIMPLE CLIMBING SKILLS ON ARTIFICIAL SURFACES
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit deals with the basic knowledge and skills to climb and belay under supervision, using a top-rope set up, on artificial surfaces. The learner's skills and knowledge only need be enough to cover a limited range of contexts. The learner will be using resources provided by a leader or supervisor, where the level of responsibility is restricted to selection of personal equipment (from that provided) to suit personal needs and the situation.

ELEMENT	PERFORMANCE CRITERIA
1 Select a route	1.1 Demonstrate an ability to relate a route description to a particular climb 1.2 Inspect and evaluate the position and quality of features which will enable the climb to be completed 1.3 Demonstrate consideration of environmental factors affecting route selection 1.4 Identify hazards and implement action appropriate to the hazard
2 Utilise equipment effectively	2.1 Select equipment suitable for personal need 2.2 Demonstrate use of equipment in accordance with supervisor's directions 2.3 Demonstrate ability to handle rope in a safe and efficient manner 2.4 Demonstrate use of equipment to minimise damage to equipment and others
3 Apply safety procedures	3.1 Apply safety procedures at the top and bottom of climbing site 3.2 Establish and maintain effective communication between climber and belayer using standard calls and procedures 3.3 Demonstrate attachment to a suitable belay system in accordance with directions 3.4 Complete all necessary personal safety check eg, karabiners locked, buckles doubled back, knots dressed, belayer ready; prior to commencing ascent
4 Demonstrate climbing techniques	4.1 Locate and evaluate the main features of the climb whilst climbing 4.2 Plan and demonstrate fluent climbing technique suitable to features and possible holds 4.3 Locate and utilise rest positions to reduce fatigue 4.4 Demonstrate correct technique to minimise injury in the event of a fall 4.5 Demonstrate safe changeover to alternate system at completion of climb (if applicable) 4.6 Maintain adequate communication between climber and belayer throughout
5 Establish belaying position	5.1 Follow procedures to ensure belayer safety in the event of a belayer fall or gear fall 5.2 Position body in relation to belay device to allow most effective use of belay system 5.3 Demonstrate attachment of belayer to anchor, and stance to minimise movement during a fall (belayer may be in or out of belay system)
6 Demonstrate suitable belaying technique	6.1 Establish a suitable communication system with climber 6.2 Perform all safety checks in accordance with standard policies and procedures 6.3 Arrange rope to ensure free flow

	6.4 Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement 6.5 Monitor climber progress constantly 6.6 Respond appropriately to climber calls 6.7 Arrest falls promptly using technique according to the <i>belay device</i> 6.8 Demonstrate use of a body belay (as a back-up system)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay device	[one category] • plate device, eg, stitch plate • tube device, eg, air traffic controller (ATC) • auto locking device, eg, gri gri
Belay systems	[one category] • top belay • bottom belay
Communication	[one category] • climbing calls • hand signals • any other negotiated system to suit circumstances
Environmental factors	[all categories applicable to site] • time of day • weather • nearby climbers
Equipment	[all categories] • harnesses • helmets (if required) • climbing shoes • karabiners • belay devices • slings • chalk bag and chalk
Features	[six categories] • aretes • chimneys • corners • cracks • edges • jugs • ledges • pockets

	• protrusions • slabs
Hazards	[all categories] • loose gear • sharp edges • other climbers • spectators • obstructions/distractions to belayer
Route descriptions	[all categories] • verbal • written
Techniques	[four categories] • bridging • layaways • pinch grips • smearing • underclings • side pulls

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of safety practices, climbing and belaying techniques, and equipment use (under supervision) - Assessment of performance should be over a minimum of three (3) climbs and belays in the context of artificial surfaces, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to - climb single pitches using a selection of features and techniques from the range - use a suitable form of communication with belayer - use equipment in accordance with supervisor's directions - identify and evaluate features on an artificial wall - belay a top rope climber
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROOPS001B Implement minimal environmental impact practices - SROODR001A Apply basic outdoor recreation logistics - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Equipment used in top-rope climbing on artificial surfaces - Care and maintenance of climbing equipment - Common calls used between climbers and belayers - Belay techniques appropriate to artificial surfaces - Climbing techniques and procedures - Required skills - Communication with belayer whilst climbing - Rope handling when belaying - Climbing skills to climb easy to moderate climbs on artificial surfaces
Resource implications	- Physical resources - assessment of this competency requires access to - a suitable artificial climbing site for top-rope climbing - climbing and safety equipment - ropes - harness - helmet - belaying devices - first aid kit - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in the unit SROCLA002A - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment

	○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a minimum of three (3) climbs and belays, to ensure consistency of performance over the Range Statements and contexts applicable to simple climbing skills on artificial surfaces
Context for assessment	• This unit of competency must be assessed in the context of a climbing activity on an artificial surface. For valid and reliable assessment the climbing activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Inspecting proposed climb and analysing potential route(s) • Communicating ideas and information - Calling to belayer when ready to descend • Planning and organising activities - Planning a sequence of climbs suitable to the climbers ability • Working with teams and others - Working with a belayer whilst climbing • Using mathematical ideas and techniques - Not applicable • Solving problems - Negotiating the crux of the climb • Using technology - Using a karabiner to attach belayer to anchor system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA002A	APPLY CLIMBING SKILLS ON ARTIFICIAL SURFACES
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit deals with the knowledge and skills to apply climbing and belaying skills to single pitch top rope situations on artificial walls. It relates to independent participation as part of a climbing party. It does not include the competencies required to instruct or guide others or related competencies such as establishing belay systems.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures (where applicable) and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information (where applicable)
2 Select a route suitable for the abilities of the climbing party	2.1 Demonstrate an ability to relate a route description to a particular climb 2.2 Determine the climbing capabilities of individuals within the climbing party 2.3 Inspect and evaluate the position and quality of features which will enable individuals within the climbing party to complete the climb 2.4 Demonstrate consideration of environmental factors affecting route selection 2.5 Identify hazards and implement action appropriate to the hazard
3 Select equipment for a designated route	3.1 Select equipment that is suitable for the selected route chosen and is to the standard required for safe ascent of the route 3.2 Check all equipment to ensure that it is in adequate working order and condition
4 Utilise equipment effectively	4.1 Demonstrate use of equipment in accordance with manufacturer's specifications to ensure that design limits are not exceeded 4.2 Attach the rope to the climber's harness according to accepted industry best practice 4.3 Demonstrate an ability to handle rope to ensure ease of use 4.4 Demonstrate use of equipment in a manner that minimises damage to the equipment and others
5 Apply safety procedures	5.1 Apply safety procedures at the top and bottom of climbing wall 5.2 Establish and maintain effective communication between climber and belayer using standard calls and procedures 5.3 Demonstrate attachment to a suitable belay system in accordance with equipment manufacturer's specifications and standard practices 5.4 Complete all necessary personal safety checks (eg, karabiners locked, buckles doubled back, helmet fitted, knots correctly tied) prior to commencing ascent
6 Demonstrate climbing techniques	6.1 Identify and evaluate the main features of the climb whilst climbing 6.2 Plan and demonstrate fluent climbing technique suitable to features and

	possible holds 6.3 Locate and utilise rest positions to reduce fatigue 6.4 Demonstrate correct technique to minimise injury in the event of a fall 6.5 Maintain adequate communication with belayer throughout
7 Establish belaying position	7.1 Follow procedures to ensure belayer safety in the event of a climber fall or gear fall 7.2 Position body in relation to belay device to allow most effective use of belay system 7.3 Demonstrate a body position and stance that minimises movement during a fall 7.4 Demonstrate attachment of belayer to anchor to minimise movement during a fall (where necessary) 7.5 Demonstrate a safe and efficient escape from a belay system in a rescue situation whilst ensuring the safety of the climber
8 Demonstrate suitable belaying technique	8.1 Select belay device and technique according to the situation 8.2 Establish a suitable communication system with climber, when belaying others 8.3 Perform all safety checks in accordance with standard policies and procedures 8.4 Arrange rope to ensure free flow 8.5 Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement 8.6 Monitor climber progress constantly 8.7 Demonstrate correct use of belay devices 8.8 Respond appropriately to climber calls 8.9 Arrest falls promptly using technique suitable to the belay device and situation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay device	[one category] • plate device, eg, stitch plate • tube device, eg, air traffic controller (ATC) • auto locking device, eg, gri gri
Belay system	[all categories] • top belay • bottom belay
Best practice	[all categories] • clip in and tie in • clip in with double (opposing) karabiners
Belayer safety	[all categories] • wearing of helmets • attaching to safety ropes • positioning out of direct line of gear fall (where possible)
Capabilities	[all categories] • strength/weight ratio • stamina • flexibility • balance • mental perceptions
Communication	[two categories] • climbing calls • hand signals • any other negotiated system to suit circumstances
Contextual issues	[all categories] • belayer's abilities • climber abilities • weight ratio of climber to belayer • group size

	• other users • pitch height • soundness of structure • access and egress • wall design • weather conditions (if applicable) • time of day
Environmental factors	[all applicable categories] • time of day • weather • nearby climbers
Equipment	[all categories] • harnesses • helmets (if required) • climbing shoes • ropes • tapes • karabiners • belay devices • slings • chalk bag and chalk
Features	[ten categories] • aretes • chimneys • corners • cracks • edges • jugs • ledges • overhangs • pockets • protrusions • roofs • scoops • slabs
Hazards	[all categories] • loose gear • sharp edges • fauna, eg, wasps, spiders • other climbers and spectators • obstructions/distractions to belayer
Route descriptions	[all categories]

	• verbal • written
Standards	[all applicable categories] • international standards • Australian standards • manufacturer's specifications • accepted industry best practice
Statutory and organisational procedures	[all applicable categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Techniques	[eight categories] • bridging • dynamic movement, eg, dead pointing • heel hooks • jamming • lay backing • layaways and side pulls • mantle, eg, shelving • pinch grips • smearing • underclings

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of a diversity of climbing and belaying techniques, safety practices and equipment use in the context of artificial walls - Assessment of performance should be over a minimum of three (3) separate climbs including at least two (2) separate sites, covering the prescribed number of categories from the Range Statements - In particular, assessment must confirm the ability to - independently select and use a range of features and techniques applicable to the route (the grade/colour of climb may be used to indicate the level of climbing skill) - apply safety practices and procedures in a single pitch climbing context - select routes appropriate to skill level and climb efficiently - apply knowledge of equipment to select suitable equipment and use it in accordance with manufacturer's recommendations - comply with minimal impact practices - communicate effectively with belayer
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCLA001A Demonstrate simple climbing skills on artificial surfaces - SROOPS002B Plan for minimal environmental impact - SROODR002A Plan outdoor recreation activities - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROCLA003A Establish belays for climbing on artificial surfaces
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant international, Australian and industry standards pertaining to equipment use and performance - Manufacturer's design specifications and recommendations for equipment use - Equipment used in top-rope climbing on artificial surfaces - Care and maintenance of climbing equipment - Common calls used between climbers and belayers - Belay techniques appropriate to artificial surfaces - Climbing techniques and procedures - Risk management strategies - Required skills - Climbing ability to ascend a route with confidence - Belaying ability to safely and efficiently belay a climber - Communication with belayer whilst climbing - Rope handling when belaying
Resource implications	- Physical resources - assessment of this competency requires access to - a suitable artificial single pitch climbing location - climbing and safety equipment

	▪ ropes ▪ harness ▪ helmet ▪ belaying devices ▪ first aid kit • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLA004A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a minimum of three (3) separate climbs including at least two (2) separate sites, in order to ensure consistency of performance over the Range Statements and contexts applicable, i.e., with different features, hazards, climbing techniques
Context for assessment	• This unit of competency must be assessed in the context of an artificial climbing activity. For valid and reliable assessment the climbing activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Inspecting proposed climb and analysing potential route(s) • Communicating ideas and information - Calling to belayer when ready to descend • Planning and organising activities - Planning equipment requirements prior to climbing • Working with teams and others - Working with a belayer whilst climbing • Using mathematical ideas and techniques - Not applicable • Solving problems - Choosing route and handholds suitable to ability • Using technology - Using a karabiner to attach belayer to anchor system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA003A	ESTABLISH BELAYS FOR CLIMBING ON ARTIFICIAL SURFACES
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to independently select anchors for the attachment of ropes, and/or equipment for belays, eg, tapes, karabiners. These anchors are to be used to establish belay systems in a single-pitch climbing context (top rope or lead) on an artificial surface.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure anchors	1.1 Assess the condition of the anchor(s) (including performance under likely load) 1.2 Identify and select anchor(s) according to the contextual issues to minimise failure and to ensure minimal environmental impact 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the climb, and the abilities of the person's participating 1.4 Select anchor(s) demonstrating consideration of belay systems, back-up systems, type of anchors and operating procedures (where applicable)
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and climber 2.2 Identify the potential forces generated during a fall and select a belay system demonstrating consideration of those effects 2.3 Establish a belay system after consideration of other contextual issues which may affect the system 2.4 Demonstrate the rigging of multiple anchors , ensuring equalisation and minimal shock loading 2.5 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall and enables belayer to be anchored (belayer may be in or out of the belay system) 2.6 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.7 Select a belay device that is suitable for the situation and the belayer's ability 2.8 Select and tie knots suitable for the type of system established 2.9 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.10 Check all equipment (for signs of corrosion, abrasion, impact, aging) to ensure that it is in working order 2.11 Identify and avoid or remove hazards where they exist and where appropriate

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Anchors	[three categories] • bollards • bolts • chains • U bolts • poles • beams • wire cables
Belay device	[all categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC)
Belay system	[all categories] • top belay • bottom belay
Condition of anchors	[all categories] • age • location • wear • decay • corrosion • weathering • environmental stress • insect damage
Contextual issues	[all categories] • belayer's abilities • climber abilities • weight ratio of climber to belayer • group size • other users • pitch height • soundness of structure • access and egress • wall design

	- weather conditions (if applicable) - time of day
Equipment	[all categories] - ropes - tape slings - karabiners - rope protectors - belay devices
Hazards	[all categories] - loose gear - sharp edges - moving ropes running over stationary ropes, tape or webbing - tripping on loose or complex rigging
Knots	[all categories] - knots that have at least 50% of the static strength of the original - end-of-rope knots - rethreaded figure of 8 - figure of 8 on a bight - round turn and two half hitches - stopper knots - mid-rope knots, eg, alpine butterfly, in line figure of 8 - rope joining knots, eg, double fisherman's - tape knot
Likely load	[all categories] - group size - set up - type of climb conducted - climber ability - technique
Person's participating	[all categories] - experienced - inexperienced - adults - children - tourists, club members, clients, school or youth groups
Safety of belayer	[all categories] - attachment to anchor or alternate safety system - positioning out of direct line of equipment fall

Standards	[all categories] • Australian standards • International standards, eg,European Committee for Standardisation (CEN) • accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of the factors affecting the stability and selection of anchors, the different types of belay systems and knots and their suitability in different rigging situations in the workplace - Assessment of performance should be over the rigging of a minimum of three (3) different climbs, including a minimum of two (2) different climbing sites, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - select and establish anchors, considering the factors that affect their suitability - select and establish a belay system according to the situation - establish belay systems at the top of a pitch - establish belay systems at the bottom of a pitch - use suitable belay devices and knots - determine the need for, and establish, back up belay systems - apply knowledge of knots and anchor selection to rig ropes to suit different situations (ascent and descent)
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROOPS002B Plan for minimal environmental impact - SROODR002A Plan outdoor recreation activities - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROCLA002A Apply climbing skills on artificial surfaces
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant Australian and international standards (eg, European Committee for Standardisation (CEN)) on equipment use and performance - Relevant State legislation impacting on roping activities - Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) - Manufacturer's design specifications and recommendations for equipment use - Minimum impact code - Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) - Principles of belay systems and devices - Different types of belay system, eg, top and bottom belays - Technical climbing/equipment knowledge - Advantages and disadvantages of various knots in a variety of situations - Required skills - Decision making to select anchors/belay systems - Problem solving to reduce hazards

	○ Observation to assess anchors
Resource implications	• Physical resources - assessment of this competency requires access to ○ a suitable artificial climbing location ○ climbing and safety equipment ▪ karabiners ▪ ropes ▪ harness ▪ helmet ▪ belaying devices ▪ first aid kit • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLA006A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over the rigging of a minimum of three (3) different climbs, including a minimum of two (2) different climbing sites, in order to ensure consistency of performance over the broad Range Statements and contexts applicable
Context for assessment	• This unit of competency must be assessed in the context of establishing belays for single pitch climbing on an artificial surface. For valid and reliable assessment the climbing activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	-	2	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding different anchors/belay systems • Communicating ideas and information - Not applicable • Planning and organising activities - Planning anchors/belay method suitable to location • Working with teams and others - Working with other climbers • Using mathematical ideas and techniques - Calculating equalisation and minimal shock loading components • Solving problems - Having to "escape" belay system to assist with a rescue • Using technology - Using a device to assist with belaying Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA004A	APPLY LEAD CLIMBING SKILLS ON ARTIFICIAL SURFACES
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit deals with the knowledge and skills to lead and second on single pitch routes on artificial surfaces. It also includes belaying skills required for lead climbing.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures (where applicable) and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information (where applicable)
2 Select a route suitable for the abilities of the climbing party	2.1 Identify suitable access to and egress from the climbing site 2.2 Demonstrate an ability to relate a route description to a particular climb 2.3 Determine climbing capabilities of individuals within the climbing party 2.4 Inspect and evaluate the main features of the climb ensuring the capabilities of the climbing party are not exceeded 2.5 Identify hazards and implement action appropriate to the hazard
3 Select equipment for a designated route	3.1 Select equipment that is to the standard required and is suitable for a safe ascent of the route 3.2 Select and check all equipment to ensure that it is suitable for the selected route and is in adequate working order and condition
4 Utilise equipment effectively	4.1 Demonstrate use of equipment in accordance with manufacturer's specifications to ensure that design limits are not exceeded 4.2 Apply accepted industry best practice with respect to attachment of rope to the climber's harness 4.3 Demonstrate ability to handle rope in a safe and efficient manner 4.4 Demonstrate use of equipment to minimise damage to equipment, and others
5 Apply safety procedures	5.1 Apply safety procedures at the top and bottom of climbing site 5.2 Establish and maintain effective communication between climber and belayer using standard calls and procedures 5.3 Demonstrate attachment to a suitable belay system in accordance with equipment manufacturer's specifications and standard practices 5.4 Complete all necessary personal safety checks prior to commencing ascent
6 Demonstrate climbing techniques	6.1 Identify and evaluate the main features of the climb whilst climbing 6.2 Plan and demonstrate fluent climbing techniques suitable to features and possible holds 6.3 Locate and utilise rest positions to reduce fatigue 6.4 Demonstrate correct technique to minimise injury in the event of a fall 6.5 Maintain adequate communication with belayer throughout

7 Ascend a route as a second climber	7.1 Demonstrate use of belaying system in a suitable manner to maximise climber safety at all times 7.2 Remove quick draws (where applicable) in a manner that minimises potential for dropping of gear 7.3 Demonstrate accepted safety procedures throughout the climb and whilst belaying
8 Ascend a single pitch route as a lead climber	8.1 Select a suitable number of quick draws (where applicable) and rack quick draws so that they are accessible during the climb 8.2 Demonstrate use of fixed protection to minimise the distance of a fall 8.3 Select placements with respect to the climbing situation 8.4 Demonstrate suitable techniques that minimise rope drag 8.5 Demonstrate correct technique to minimise injury in the event of a fall 8.6 Demonstrate the ability to down climb 8.7 Select appropriate fixed anchors at the top of the pitch 8.8 Establish a belay system at the top of the pitch which maximises climber and belayer safety at all times
9 Establish belaying position	9.1 Follow procedures to ensure belayer safety in the event of a climber fall or gear fall 9.2 Position body in relation to belay device to allow most effective use of belay system 9.3 Demonstrate a body position and stance that minimises movement during a fall 9.4 Demonstrate attachment of belayer to anchor to minimise movement during a fall 9.5 Demonstrate a safe and efficient escape from a belay system in a rescue situation whilst ensuring the safety of the climber
10 Demonstrate suitable belaying technique	10.1 Select belay device and technique according to the situation 10.2 Demonstrate effective communication with the climber 10.3 Perform all safety checks in accordance with standard policies and procedures 10.4 Arrange rope to ensure free flow 10.5 Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement 10.6 Monitor climber progress constantly 10.7 Demonstrate correct use of belay devices 10.8 Respond appropriately to climber calls 10.9 Arrest falls promptly using technique suitable to the belay device and belayer situation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted industry best practice	[all categories] • tie in • tie and clip in • clip in with double (opposed) karabiners
Belay device	[all categories] • plate devices, eg, sticht plate • auto locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC)
Belayer situation	[all categories] • at the top of the pitch • at the bottom of the pitch
Belay system	[all categories] • top belay • bottom belay • single rope • double rope
Capabilities	[all categories] • body weight/strength ratio • stamina • flexibility • balance • mental perceptions
Climbing situation	[all categories] • features • wall type • availability of equipment • length of climb • location of rest stops
Communication	[all categories]

	• climbing calls • hand signals • any other negotiated system to suit circumstances
Contextual issues	[all categories] • belayer's abilities • climber abilities • weight ratio of climber to belayer • group size • other users • pitch height • soundness of structure • access and egress • wall design • weather conditions (if applicable) • time of day (if applicable)
Equipment	[all categories] • harnesses • helmets • climbing shoes • ropes • tapes • karabiners • belay devices • slings/quickdraws • chalk and chalk bag
Features	[ten categories] • aretes • chimneys • corners • cracks • edges • jugs • ledges • overhangs • pockets • protrusions • roofs • scoops • slabs
Fixed protection	[all categories] • fixed hangers • fixed draws

	chains
Hazards	[all categories] - loose gear - sharp edges - dangerous fauna, eg, wasps, spiders - other climbers and spectators
Procedures to ensure belayer safety	[all categories] - wearing of helmets - attaching to safety ropes - positioning out of direct line of gear fall (where possible)
Route description	[all categories] - verbal - written
Standards	[all categories] - international standards - Australian standards - manufacturer's specifications - accepted industry best practice
Statutory and organisational procedures	[all categories] - includes - authority/permission from landowners or facility managers - documented operating procedures and organisation/enterprise policies
Techniques	[eight categories] - bridging - dynamic movement, eg, dead pointing - heel hooks - jamming - laybacking - layaways and side pulls - mantle-shelving - pinch grips - smearing - underclings

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of factors affecting single pitch lead climbing situations on artificial surfaces - Assessment of performance should be over a minimum of two (2) separate artificial climbing sites, with at least three (3) different single pitch climbs over the two sites, with different climbing partners, covering the prescribed number of categories from the Range Statements - In particular, assessment must confirm the ability to - apply knowledge of factors affecting multi pitch lead climbing to lead climb on single pitches with different climbing parties with differing abilities - safely and efficiently lead on sight single pitch climbs. A high level of rope management and belay construction is required
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCLA002A Apply climbing skills on artificial surfaces - SROODR003A Plan outdoor recreation activities (advanced) - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROVTR001A Perform vertical rescues
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant international, Australian and industry standards pertaining to equipment use and performance - Manufacturer's design specifications and recommendations for equipment use - Technical knowledge of lead climbing equipment and its use (in an artificial environment) - Care and maintenance of climbing equipment - Common calls used between climbers and belayers - Belay techniques appropriate to lead climbing on artificial surfaces - Lead climbing techniques and procedures - Risk management strategies - Required skills - Climbing ability to lead a route with confidence - Belaying ability to safely and efficiently belay a lead climber - Communication between belayer and climber - Rope handling when leading and belaying - Problem solving to negotiate the crux of the climb
Resource implications	- Physical resources - assessment of this competency requires access to - a minimum of two (2) suitable artificial climbing sites (with potential for single pitch lead climbing) - climbing and safety equipment - ropes - karabiners - harnesses - helmets

	▪ slings ▪ quickdraws ▪ climbing shoes ▪ chalk bag ▪ chalk ▪ bolt plates • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SRCLA005A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a minimum of two (2) separate artificial climbing sites, with at least three (3) different single pitch climbs over the two sites, with different climbing partners in order to ensure consistency of performance over the Range Statements and contexts applicable to leading single pitch climbs on artificial surfaces
Context for assessment	• This unit of competency must be assessed in the context of a single pitch artificial climbing activity. For valid and reliable assessment the climbing activity should be in an environment that closely replicates the workplace. The environment may include non-routine features and hazards but should be safe • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	3	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on equipment and its applications • Communicating ideas and information - Communicating between climber and belayer • Planning and organising activities - Planning sequence of moves to complete climb • Working with teams and others - Working as a climber/belayer with others • Using mathematical ideas and techniques - Calculating amount of free rope to allow whilst belaying • Solving problems - Negotiating the crux of a climb • Using technology - Using belay devices Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA005A	APPLY MULTI PITCH LEAD CLIMBING SKILLS ON ARTIFICIAL SURFACES
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to use advanced climbing techniques to climb and belay in multi pitch situations on artificial surfaces. This unit relates to independent participation as part of a climbing party. It does not include the competencies required to instruct or guide others.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures (where applicable) and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information (where applicable)
2 Select a route suitable for the abilities of the climbing party	2.1 Demonstrate an ability to relate a route description to a particular climb 2.2 Determine climbing capabilities of individuals within the climbing party 2.3 Inspect and evaluate the main features of the climb ensuring the capabilities of the climbing party are not exceeded 2.4 Identify situational demands and hazards and implement action appropriate to the hazard
3 Select equipment for a designated route	3.1 Select equipment that is to the standard required for safe ascent of the route 3.2 Check all equipment to ensure that it is in adequate working order and condition
4 Utilise equipment effectively	4.1 Demonstrate use of equipment in accordance with manufacturer's specifications to ensure that design limits are not exceeded 4.2 Apply accepted industry best practice with respect to attachment of rope to the climber's harness 4.3 Demonstrate ability to handle rope in a safe and efficient manner 4.4 Demonstrate use of equipment to minimise damage to equipment and others 4.5 Organise quick draws (where applicable) to provide quick access
5 Apply safety procedures	5.1 Apply safety procedures at the top and bottom of climbing site 5.2 Establish and maintain effective communication between climber and belayer using standard calls and procedures 5.3 Demonstrate attachment to a suitable belay system in accordance with equipment manufacturer's specifications and standard practices 5.4 Complete all necessary personal safety checks prior to commencing ascent
6 Demonstrate climbing techniques	6.1 Locate and evaluate the main features of the climb whilst climbing 6.2 Plan and demonstrate fluent climbing technique according to features and possible holds 6.3 Locate and utilise rest positions to reduce fatigue

	6.4 Demonstrate correct technique to minimise injury in the event of a fall 6.5 Maintain adequate communication with belayer throughout
7 Select and plan a multi pitch climb	7.1 Demonstrate consideration of contextual issues when selecting a route 7.2 Select equipment , demonstrating consideration of contextual issues 7.3 Consider contingency plans 7.4 Identify and communicate belay stations to climbing party members
8 Undertake a multi pitch climb	8.1 Demonstrate sound route finding 8.2 Establish belay systems to meet the current demands of the situation. 8.3 Set up anchors safely and efficiently 8.4 Monitor and maintain the belay system continuously 8.5 Demonstrate the ability to retreat from pitches
9 Demonstrate safe change over techniques at belay stations	9.1 Ensure all climbing party members are always attached to an anchor or belay system 9.2 Conduct changeovers from one system to another in a safe and efficient manner 9.3 Demonstrate efficient rope handling skills at the belay stations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Accepted industry best practice	[one category] • tie in • tie and clip in • clip in using double (opposed) karabiners
Anchors	[all categories] • multi-directional • uni-directional • self-equalising
Belay system	[all categories] • top belay • bottom belay
Capabilities	[all categories] • strength/weight ratio • stamina • flexibility • body weight • balance • mental perceptions
Communication	[all categories] • climbing calls • hand signals • any other negotiated system to suit circumstances
Contextual issues	[all categories] • weather conditions (if applicable) • hours of available daylight (if applicable) • escape/retreat options • other users • length of climb • climbing party size • style of climbing • access and descent options

	competence/climbing ability of party members
Contingency	[all categories] - poor communication conditions - injuries - escape/retreat options - off route possibilities - ability of the second
Equipment	[all categories] - harnesses - helmets - climbing shoes - ropes - tapes - karabiners - quick draws - friction devices - rope protectors - slings - chalk and chalk bag
Features	[all categories relevant at sites] - aretes - chimneys - corners - cracks - edges - jugs - ledges - overhangs - pockets - protrusions - roofs - scoops - slabs
Hazards	[all categories] - loose gear - sharp edges - dangerous fauna, eg, wasps, spiders - other climbers and spectators
Route descriptions	[all categories] - verbal - written

Situational demands	[all categories] • ledge size • direction of next pitch • ability of the second • rope drag • availability of anchors • quality and position of anchors • weather conditions
Standards	[all categories] • international standards • Australian standards • manufacturer's specifications • accepted industry best practice
Statutory and organisational procedures	[all applicable categories including] • permits from land management authorities • authority/permission from landowners • documented operating procedures and company/enterprise policies
Techniques	[all categories] • bridging • dynamic movement, eg, dead pointing • heel hooks • jamming • laybacking • layaways and side pulls • mantle-shelving • pinch grips • smearing • underclings

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of factors affecting multi pitch lead climbing situations on artificial surfaces - Assessment of performance should be over a minimum of three (3) separate multi pitch lead climbs on an artificial surface, covering the prescribed number of categories from the Range Statements - In particular, assessment must confirm the ability to - apply knowledge of factors affecting multi pitch lead climbing to lead climb on multi pitches with different climbing parties with differing abilities - safely and efficiently lead on sight multi pitch climbs. A high level of rope management and belay construction is required - establish safety for self and other climbing party members at belay stations and efficiently manage belay stations
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCLA004A Apply lead climbing skills on artificial surfaces - This unit must be assessed in conjunction with the following unit(s) - SROCLA006A Establish belays for multi pitch climbing on artificial surfaces - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant international, Australian and industry standards pertaining to equipment use and performance - Manufacturer's design specifications and recommendations for equipment use - Technical knowledge of lead climbing equipment and its use (in an artificial environment) - Care and maintenance of climbing equipment - Common calls used between climbers and belayers - Belay techniques appropriate to multi pitch lead climbing on artificial surfaces - Multi pitch lead climbing techniques and procedures - Risk management strategies - Emergency procedures in the event of a fall and rescue procedures - Required skills - Climbing ability to lead a route with confidence - Belaying ability to safely and efficiently belay a second - Communication between belayer and climber - Rope handling when leading and belaying - Problem solving to negotiate the crux of the climb - Group management to manage a group at a belay station
Resource implications	- Physical resources - assessment of this competency requires access to - a suitable artificial climbing site (with potential for multi pitch lead climbing)

	○ climbing and safety equipment ▪ ropes ▪ karabiners ▪ harnesses ▪ helmets ▪ slings ▪ quickdraws ▪ climbing shoes ▪ chalk bag ▪ chalk • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a minimum of three (3) separate multi pitch lead climbs on an artificial surface, with different climbing partners in order to ensure consistency of performance over the Range Statements and contexts applicable to leading multi pitch climbs on artificial surfaces
Context for assessment	• This unit of competency must be assessed in the context of a multi pitch climbing activity on an artificial surface. For valid and reliable assessment the climbing activity should be in an environment that closely replicates the workplace. The environment may include non-routine features and hazards but should be safe • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding proposed climb • Communicating ideas and information - Communicating with belayer throughout duration of the climb • Planning and organising activities - Planning the belay station set up, to ensure safety for all members of the climbing party • Working with teams and others - Working with a belayer during a climb • Using mathematical ideas and techniques - Utilising equalising principles on anchoring system • Solving problems - Dealing with a climber fall • Using technology - Using various mechanical devices to assist with belaying Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA006A	ESTABLISH BELAYS FOR MULTI PITCH CLIMBING ON ARTIFICIAL SURFACES
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select and rig anchors to be used in establishing belay systems for multi pitch climbing on artificial surfaces (indoor or outdoor, wall or tower). These systems must be able to accommodate different belayer and climber abilities in a multi pitch context.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure anchors	1.1 Assess the condition of the anchor(s) (including performance under likely load) 1.2 Identify and select anchor(s), according to the contextual issues , to minimise failure 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the climb, and the abilities of the person's participating 1.4 Select anchor(s) demonstrating consideration of belay systems, back-up systems, type of anchors and operating procedures
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and climber 2.2 Identify the forces generated during a fall and their affect on the system 2.3 Establish a belay system after consideration of other contextual issues which may affect the system 2.4 Demonstrate the rigging of multiple anchors , ensuring equalisation and minimal shock loading 2.5 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall 2.6 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.7 Select a belay device that is suitable for the situation and the belayer's ability, and demonstrate use in accordance with manufacturer's specifications 2.8 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.9 Check all equipment (for signs of corrosion, abrasion, impact, wearing) to ensure that it is in working order 2.10 Identify and avoid or remove hazards where they exist, and where appropriate 2.11 Select and tie knots suitable for the type of system established
3 Rig rope pitches for safety and ease of use	3.1 Identify safe access to and egress from the site, and 'safe areas' 3.2 Identify ascent/descent route after consideration of the contextual issues 3.3 Select and tie knots that are suitable for the type of system established and for potential rescue situations 3.4 Set up anchors and ropes to facilitate rescue

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Anchors	[three categories] • bolts • chains • bollards • pitons • eyelets • fixed hangers
Belay devices	[all categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC) • Prusik cord and suitable friction hitch
Belay system	[all categories] • at the top of a pitch • at the bottom of the pitch
Condition of anchors	[all categories] • age • location • wear • decay • corrosion • weathering • environmental stress • insect damage
Contextual issues	[all categories] • belayer's abilities • climber's abilities • weight ratio of climber to belayer • group size • other users • pitch height • soundness of structure • weather conditions (where applicable)

	time of day (where applicable)
Equipment	[all categories] - ropes - tape slings - karabiners - belay devices
Hazards	[all categories] - loose gear - sharp edges - moving ropes running over stationary ropes, tape or webbing - lack of opportunities for protection (if climbing off route)
Knots	[all categories] - knots that have at least 50% of the static strength of the original - end-of-rope knots - rethreaded figure of 8 - figure of 8 on the bight - round turn and two half hitches - stopper knots - mid-rope knots, eg, alpine butterfly, in line figure of 8 - rope joining knots, eg, double fisherman's - tape knot
Likely load	[all categories] - group size - set up - type of climb conducted - climber ability - technique
Person's participating	[all categories] - experienced - inexperienced - adults - children - tourists, club members, clients, school or youth groups
Safety of belayer	[all categories] - attachment to anchor or alternate safety system - positioning out of direct line of equipment fall
Standards	[all categories]

	• Australian • International standards, eg, CEN (European Committee for Standardisation) • accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm in depth knowledge of rigging techniques applicable to - different types of anchor - different equipment - different pitch requirements - different abilities of group members - Assessment of performance should be over the setting up of belays for a minimum of three (3) different multi pitch climbs on an artificial surface, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of the factors affecting the stability and selection of anchors to establish belays for multi pitch climbs on artificial surfaces - establish a broad range of belay systems to accommodate different belayer and climber abilities, types of anchor and location requirements - use a variety of different belay systems and knots in routine and non - routine situations - apply considerable discretion and judgement as to the type of belay system required - establish safety systems suitable to climbing situation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCLA003A Establish belays for climbing on artificial surfaces - SROODR003A Plan outdoor recreation activities (advanced) - This unit must be assessed in conjunction with the following unit(s) - SROCLA005A Apply multi pitch lead climbing skills on artificial surfaces - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant Australian and international standards (eg, CEN (European Committee for Standardisation)) on equipment use and performance - Relevant state legislation impacting on roping activities - Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) - Manufacturer's design specifications and recommendations for equipment use - Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) - Principles of belay systems and devices - Different types of belay system (eg, top and bottom belays) - Technical climbing/equipment knowledge - Advantages and disadvantages of various knots in a variety of situations

	- Required skills - Decision making to select anchors/belay systems - Problem solving to overcome hazards - Observation to assess anchors
Resource implications	- Physical resources - assessment of this unit of competency requires access to - climbing equipment - rope harness - climbing shoes - chalk bag and chalk - safety equipment, eg, helmet, first aid kit - suitable artificial climbing location(s) with a variety of fixed anchors - chains - bollards - beams - eye bolts - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit (ie, SROCLA006A) - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the variety of techniques and procedures, this unit of competency must be assessed over the setting up of belays for a minimum of three (3) different multi pitch climbs on an artificial surface, in order to ensure consistency of performance over the Range Statements and contexts applicable to setting up anchors and belays for single pitch abseiling
Context for assessment	- This unit of competency must be assessed in the context of a multi pitch climbing activity on an artificial surface. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment may include complicated or non-routine hazards but must be safe - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	-	3	-	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Determining the most appropriate belay set-up • Communicating ideas and information - Not applicable • Planning and organising activities - Planning equipment requirements for belaying and climbing • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating lengths of rope required to set up belays and safety lines for the climbing party • Solving problems - Avoiding or removing hazards • Using technology - Using high strength, light weight equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA007A	DEMONSTRATE ROUTE SETTING SKILLS
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to independently set climbing routes on artificial surfaces in a variety of contexts, eg, indoor, outdoor, single and multipitch.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use equipment for route setting	1.1 Identify and fit correctly appropriate personal equipment 1.2 Demonstrate appropriate selection and use of ascending and descending devices 1.3 Choose a selection of holds appropriate to the type of wall and level of difficulty for route 1.4 Make a decision regarding the level of difficulty, path on the wall, and type of route 1.5 Perform competently personal equipment safety checks 1.6 Select and use appropriate anchors
2 Demonstrate route setting skills	2.1 Set a route of required difficulty 2.2 Demonstrate appropriate positioning of holds with regards to hazards and obstacles on the wall 2.3 Select and use bolts that are appropriate to hold being used 2.4 Fasten all holds to wall securely
3 Demonstrate appropriate care and maintenance of route setting tools and equipment	3.1 Demonstrate appropriate care and maintenance of holds, including cleaning 3.2 Demonstrate appropriate care and maintenance of bolts and T-nuts 3.3 Demonstrate appropriate care and maintenance of safety equipment
4 Apply correct safety procedures whilst route setting	4.1 Apply appropriate personal safety procedures 4.2 Avoid putting others at risk whilst route setting 4.3 Identify hazards, remove and avoid them if they exist
5 Demonstrate appropriate route marking and record keeping	5.1 Apply an appropriate method of marking out a route where a wall has more than one route on it

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Ascending and descending devices	[all categories] • mechanical ascenders, eg, jumars • non-mechanical ascenders, eg Prusik loops • auto locking descenders, eg, gri gri, stop descender • manually locking descenders, eg, air traffic controller (ATC), figure 8, stitch plate
Cleaning	[all categories] • high pressure hose • manually scrubbing • cleaning agents such as ○ detergents ○ industrial cleaners ○ weak acid solutions, which may be used in conjunction with any of these methods
Equipment	[all categories] • harness • karabiners • footwear • chalk and chalk bag • ascenders and descenders (including attachments such as etriers or tape slings) • allen keys including powered devices ○ drill • container suitable for holds and bolts
Holds	[five categories] • commercially available resin handholds in good condition • good quality home made wooden handholds • edges • slopes • pockets • pinches
Marking	[one category] • marking by colour of hold • marking holds with coloured tape or tags • any other method which clearly identifies holds on a particular route from

	those on another
Obstacles	[all categories] • quickdraws • hooks or pig tails • holds on other routes • wall features • ropes • obstacles such as other walls or structures

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of how to use route setting equipment and how to set a route to a desired level of difficulty - Assessment of performance should be over the setting of a minimum of four (4) routes of varying difficulty, covering the prescribed number of categories from the Range Statements - Assessment must confirm an ability to set routes which are - sustained in difficulty (without any moves which are too hard or too easy) - not reachy or cramped - a challenge both mentally and physically - not painful to climb - possible with more than one specific sequence of moves
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Climbing techniques and strategies - Technical knowledge of ascending and descending devices - Forces exerted on holds - Equipment use and care - Required skills - Rope handling to manage a rope safely and efficiently - Climbing skills to understand the physical dynamics of climbing
Resource implications	- Physical resources - assessment of this competency requires access to - route setting equipment - a variety of holds - fasteners and fastening devices - safety equipment - ascending/descending devices - ropes - harness - helmet - suitable artificial climbing wall (may be indoors or outdoors) - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit (i.e., SROCLA007A) - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the

	○ relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competency in this unit must be assessed over the setting of a minimum of four (4) routes of varying difficulty in order to ensure consistency of performance over the Range Statements and contexts applicable
Context for assessment	• This unit of competency must be assessed in the context of artificial wall route setting for the purpose of climbing. For valid and reliable assessment the route setting should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	-	2	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on route setting standards and trends • Communicating ideas and information - Communicating with management/climbers to determine required level of difficulty • Planning and organising activities - Planning route for climbs and potential moves that need to be performed • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating distances that potential clients will have to reach to • Solving problems - Dealing with route setting for different age groups/sizes/abilities • Using technology - Using a cordless drill to attach features to wall Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA008A	GUIDE CLIMBING ACTIVITIES ON ARTIFICIAL SURFACES
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients in a top-rope climbing activity on an artificial surface (indoor or outdoor, wall or tower).

ELEMENT	PERFORMANCE CRITERIA
1 Plan a climbing activity for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select suitable site and climb(s) to suit abilities and objectives of the group 1.4 Obtain and interpret local weather information in relation to the activity (where applicable) 1.5 Obtain permits or permission for access where necessary 1.6 Ensure correct guide/client ratios are met 1.7 Prepare a personal equipment checklist for clients 1.8 Determine food and drink requirements for group taking into account contextual issues 1.9 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the participant and the climb 2.3 Check safety and rescue equipment to ensure suitability to the group and the climb
3 Establish the climb(s)	3.1 Establish safe areas/boundaries (if applicable) 3.2 Establish anchors and belay rope(s) , ensuring ropes are in the correct position for the climb(s) selected
4 Brief clients	4.1 Communicate clearly the aim of the guided activity to the clients 4.2 Communicate logistical details to clients 4.3 Brief group of standard safety procedures 4.4 Demonstrate correct climbing, belaying and back-up belaying techniques (where appropriate) 4.5 Establish a communication system for use during climbing and ensure that all clients understand the system 4.6 Devolve decision making (where appropriate)
5 Maintain welfare of group	5.1 Assess capabilities of group members on the day 5.2 Ensure all clients are properly equipped for the climb 5.3 Monitor individual client's performance and needs 5.4 Evaluate climbing conditions 5.5 Monitor weather conditions (if applicable) 5.6 Evaluate implications of weather signs on climbing plans (if applicable) 5.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored 5.8 Control the group to maintain a safe enjoyable atmosphere 5.9 Apply risk management plan 5.10 Recognise and resolve conflict situations

6 Supervise a climbing activity	6.1 Provide clear and concise direction and advice to group during the activity 6.2 Monitor climbing, belaying and back-up belaying techniques (where applicable) to ensure a safe environment 6.3 Identify a variety of potential hazards 6.4 Decide how each hazard can be overcome/avoided 6.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 6.6 Provide positive encouragement and empathy, and promote a supportive environment 6.7 Manage the actions of the group to maintain the safest situation 6.8 Respond accordingly to any emergency or non-routine situation(s)
7 Conduct activity in a professional manner	7.1 Encourage feedback and questioning from group members 7.2 Avoid contentious issues in general conversation 7.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 7.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
8 Complete post-activity responsibilities	8.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 8.2 Evaluate all aspects of activity organisation and conduct, including client feedback 8.3 Suggest modifications (if required)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay rope	[one category] • top belay • bottom belay
Communication	[two categories] • verbal • whistles • hand signals
Contextual issues	[all applicable categories] • time of day • season • weather • features of the climb(s) • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height of the climb(s) • personal requirements • safety requirements
Equipment	[all categories] • climbing equipment ○ ropes ○ belay devices ○ harnesses ○ climbing shoes ○ chalk bag and chalk • safety equipment, eg, helmet, first aid kit) • rescue equipment, eg, knife, rescue pulley, spare Prusik loops • appropriate clothing and footwear
Hazards	[all categories relevant to location] • environmental hazards ○ sharp/abrasive edges ○ high winds ○ obstructions or distractions to the belayer

	• set-up hazards ○ loose gear ○ moving ropes running over stationary ropes ○ tape or webbing ○ tripping on complex or loose rigging ○ tangled rope • group management hazards ○ climber climbing without being properly attached to rope ○ climber climbing off-route ○ climber topping out ○ belayer not belaying safely ○ belayer not lowering safely • climber hazards ○ loose clothing and hair ○ jewellery ○ phobias
Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a climbing activity with clients, on artificial surfaces in the workplace • Assessment of performance should be over three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding a top-rope climbing activity on an artificial surface • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct climbing activities at a number of different locations to suit ▪ different types of client groups/client needs ▪ different activity aims ▪ different activity duration ▪ different environmental conditions (if applicable)
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROODR005A Guide outdoor recreation sessions ○ SRXRIK001A Undertake risk analysis of activities ○ SROCLA002A Apply climbing skills on artificial surfaces ○ SROCLA003A Establish belays for climbing on artificial surfaces ○ SROVTR001A Perform vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABA005A Guide abseiling on artificial surfaces
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant State legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system, eg, top and bottom belays ○ Technical climbing/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for climb ○ Location knowledge • Required skills ○ Personal climbing skills to a high level of technical correctness

	○ Decision making to tailor activity to meet groups needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ an artificial climbing site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ climbing equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROCAL008A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a climbing activity on an artificial surface with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity with a range of real clients. For valid and reliable assessment the outdoor recreation activity must be demonstrated whilst guiding a climbing activity with real clients on an artificial surface • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning sequencing for the activity • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA009A	INSTRUCT CLIMBING ON ARTIFICIAL SURFACES (SINGLE PITCH)
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a single pitch lead climbing activity on artificial surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching climbing skills on artificial surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach climbing skills on artificial surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional climbing session on artificial surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional climbing session on artificial surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required 4.6 Assess risks associated with the conduct of instructional activities constantly

	and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for a climbing session on artificial surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a climbing activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to climbing and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in climbing on artificial surfaces 6.3 Identify minimal impact practices appropriate to climbing on artificial surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in climbing on artificial surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a climbing activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to climbing on artificial surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to climbing on artificial surfaces 7.4 Demonstrate rescue techniques specific to climbing on artificial surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach climbing skills (for artificial surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further climbing knowledge (for artificial surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in climbing on artificial surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the climbing instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store (or retire) in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • climbing equipment ○ ropes ○ belay devices ○ harnesses ○ climbing shoes ○ chalk bag and chalk • lead equipment, eg, quick draws • safety equipment, eg, helmet, first aid kit • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops
Hazards	[all categories] • may include ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ high winds (if applicable) ○ loose gear ○ moving ropes running over stationary ropes, tape or webbing ○ obstructions or distractions to the belayer
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids

	○ suitable artificial structure for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ 'part' to 'whole' ○ chronological ○ know to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a climbing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace - Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing climbing skills on artificial surfaces - Assessment must confirm the ability to apply this knowledge and appropriate technique to - apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements - demonstrate climbing techniques or skills accurately - establish a positive learning environment - recognise different client abilities and teach to suit individual needs - provide constructive feedback which enhances the client's learning - provide instruction in required knowledge and skills for climbing on artificial surfaces - apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSZ404A Train small groups - The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is - SROCLA003A Establish belays for climbing on artificial surfaces - SROCLA004A Apply lead climbing skills on artificial surfaces (single pitch) - SROVTR001A Perform vertical rescues - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROABA006A Instruct abseiling on artificial surfaces (single pitch)
Required knowledge and skills	- Required knowledge - Of activity location and its suitability for the conduct of the instructional session - Industry guidelines, codes of practice, recommended staff/client ratios - Relevant legislation impacting upon the instruction or conduct of climbing - Occupational Health and Safety - land and water management authorities - local government - Theories of instruction applicable to a range of ages and learning

	- abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of climbing skills on artificial surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing climbing on artificial surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Climbing skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations (indoor and/or outdoor) for the conduct of climbing instructional sessions ○ climbing equipment ▪ ropes ▪ belay devices ▪ harnesses ▪ climbing shoes ▪ chalk bag and chalk ○ lead equipment, eg, quick draws ○ safety equipment, eg, helmet, first aid kit ○ rescue equipment, eg, knife, rescue pulley, spare Prusik loops ○ suitable personal clothing ○ first aid kit ○ instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLA010A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and

	contexts applicable to instructing climbing on artificial surfaces
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an climbing activity with a range of clients (not peers), on artificial surfaces • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those they may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLA010A	INSTRUCT CLIMBING ON ARTIFICIAL SURFACES (MULTI PITCH)
CLA	Climbing (Artificial surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a multi pitch climbing activity on artificial surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching climbing skills on artificial surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach climbing skills on artificial surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional climbing session on artificial surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional climbing session on artificial surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required

	4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for a climbing session on artificial surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a climbing activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to climbing and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in climbing on artificial surfaces 6.3 Identify minimal impact practices appropriate to climbing on artificial surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in climbing on artificial surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a climbing activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to climbing on artificial surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to climbing on artificial surfaces 7.4 Demonstrate rescue techniques specific to climbing on artificial surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach climbing skills (for artificial surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further climbing knowledge (for artificial surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in climbing on artificial surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the climbing instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] - climbing equipment - ropes - belay devices - harnesses - climbing shoes - chalk bag and chalk - lead equipment, eg, quick draws - safety equipment, eg, helmet, first aid kit - rescue equipment, eg, knife, rescue pulley, spare Prusik loops
Hazards	[all categories] - may include - abrasion points - sharp edges - tangled rope - loose clothing and hair - jewellery - phobias - high winds (if applicable) - loose gear - moving ropes running over stationary ropes, tape or webbing - obstructions or distractions to the belayer
Other related factors	[all categories] - location - equipment - planning process - group management - sequencing of skill acquisition/progression - skill acquisition tasks/activities - feedback mechanisms
Other resources	[all relevant categories] - may include - food and water - personal clothing - teaching aids - suitable artificial structure for teaching of unit(s)

Sequence	[two categories] • may include ○ simple to complex ○ 'part' to 'whole' ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a climbing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace - Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing climbing skills on artificial surfaces - Assessment must confirm the ability to apply this knowledge and appropriate technique to - apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements - demonstrate climbing techniques or skills accurately - establish a positive learning environment - recognise different client abilities and teach to suit individual needs - provide constructive feedback which enhances the client's learning - provide instruction in required knowledge and skills for climbing on artificial surfaces - apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSZ404A Train small groups - SROCLA009A Instruct lead climbing on artificial surfaces (single pitch) - The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is - SROCLA005A Apply multi pitch lead climbing skills on artificial surfaces - SROCLA006A Establish belays for multi pitch climbing on artificial surfaces - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROABA007A Instruct abseiling on artificial surfaces (multi pitch)
Required knowledge and skills	- Required knowledge - Of activity location and its suitability for the conduct of the instructional session - Industry guidelines, codes of practice, recommended staff/client ratios - Relevant legislation impacting upon the instruction or conduct of climbing - Occupational Health and Safety - land and water management authorities - local government

	○ Theories of instruction applicable to a range of ages and learning abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of climbing skills on artificial surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing climbing on artificial surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Climbing skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations (indoor and/or outdoor) for the conduct of climbing instructional sessions ○ climbing equipment ▪ ropes ▪ belay devices ▪ harnesses ▪ climbing shoes ▪ chalk bag and chalk ○ Lead equipment, eg, quick draws ○ Safety equipment, eg, helmet, first aid kit ○ Rescue equipment, eg, knife, rescue pulley, spare Prusik loops ○ Suitable personal clothing ○ First aid kit ○ Instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this (i.e., SROCLA010A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and

	contexts applicable to instructing multi pitch climbing on artificial surfaces
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an climbing activity with a range of clients (not peers), on artificial surfaces • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those they may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

CLIMBING – NATURAL SURFACE

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SROCLN001A	DEMONSTRATE SIMPLE CLIMBING SKILLS ON NATURAL SURFACES
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to top-rope climb and belay a climber using a single rope belay system. The climbing will be in a single pitch context, on natural surfaces, under supervision. The climber/belayer will be using resources provided by a leader or supervisor, where the level of responsibility is restricted to selection of personal equipment (from that provided) to suit personal needs and the situation.

ELEMENT	PERFORMANCE CRITERIA
1 Select a route	1.1 Demonstrate an ability to relate a route description to a particular climb 1.2 Inspect and evaluate the position and quality of features which will enable the climb to be completed 1.3 Demonstrate consideration of environmental factors affecting route selection 1.4 Identify hazards and implement action appropriate to the hazard
2 Utilise equipment effectively	2.1 Select equipment suitable for personal need 2.2 Demonstrate use of equipment in accordance with supervisor's directions 2.3 Demonstrate ability to handle rope in a safe and efficient manner 2.4 Demonstrate use of equipment to minimise damage to equipment , the environment and others
3 Apply safety procedures	3.1 Apply safety procedures at the top and bottom of climbing site 3.2 Establish and maintain effective communication between climber and belayer using standard calls and procedures 3.3 Demonstrate attachment to a suitable belay system in accordance with directions 3.4 Complete all necessary personal safety checks, eg, karabiners locked, buckles doubled back, knots dressed, belayer ready, prior to commencing ascent
4 Demonstrate climbing techniques	4.1 Locate and evaluate the main features of the climb whilst climbing 4.2 Plan and demonstrate fluent climbing technique suitable to features and possible holds 4.3 Locate and utilise rest positions to reduce fatigue 4.4 Demonstrate correct techniques in line with statutory and organisational procedures to minimise injury in the event of a fall 4.5 Maintain adequate communication between climber and belayer throughout
5 Establish belaying position	5.1 Follow procedures to ensure belayer safety in the event of a belayer fall or gear or rock fall 5.2 Position body in relation to belay device to allow most effective use of belay system 5.3 Select a body position and stance that minimises movement during a fall 5.4 Demonstrate attachment of belayer to anchor to minimise movement during a fall (belayer may be in or out of belay system) 5.5 Demonstrate a safe and efficient escape from a belay system
6 Demonstrate suitable belaying	6.1 Establish a suitable communication system with climber 6.2 Perform all safety checks in accordance with standard policies and

technique	procedures 6.3 Arrange rope to ensure free flow 6.4 Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement 6.5 Monitor climber progress constantly 6.6 Respond appropriately to climber calls 6.7 Arrest falls promptly using technique according to the <i>belaying device</i> 6.8 Demonstrate use of a body belay (as a back-up system)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay device	[one category] • plate devices, eg, sticht plate • auto locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC)
Belay systems	[one category] • top belay • bottom belay
Belayer	[one category] • at the top of the pitch • at the bottom of the pitch
Belayer safety	[all categories] • wearing of helmets • attaching to safety ropes • positioning out of direct line of fall of gear and rocks
Communication	[one category] • climbing calls • radios • any other negotiated system to suit circumstances
Environmental factors	[all categories] • length of climb • time of day • weather • nearby climbers • impact on flora and fauna
Equipment	[all categories] • harnesses • helmets • climbing shoes • ropes

	• tapes • karabiners • belay devices • rope protectors • slings • chalk and chalk bag
Features	[six categories] • aretes • chimneys • corners • cracks • edges • flakes • jugs • ledges • overhangs • pinnacles • pockets • protrusions • roofs • scoops • slabs
Hazards	[all categories] • loose debris, rocks, gear • sharp edges • dangerous fauna ○ snakes ○ spiders ○ nesting birds • dangerous flora, eg, stinging trees, cactus • other climbers • spectators
Route description	• documented notes on a climb
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Techniques	[four categories] • bridging • laybacking • layaways • mantle - shelving

	• pinch grips • smearing • underclings • side pulls

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of safety practices and equipment use (under supervision) in the workplace • Assessment of performance should be over a minimum of three (3) separate climbs covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to ○ climb single pitches using a selection of features and techniques from the Range Statements ○ use a suitable form of communication with belayer ○ use equipment in accordance with supervisor's directions ○ identify and evaluate features on a cliff ○ use one type of belay device within one type of system (top or bottom belay) in a top-rope context
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS001B Implement minimal environmental impact practices ○ SROODR001A Apply basic outdoor recreation logistics • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN001A Demonstrate simple abseiling skills on natural surfaces
Required knowledge and skills	• Required knowledge ○ Basic knowledge of equipment use and care in order to select from equipment supplied by supervisor and to use and care for equipment under supervision ○ Safety procedures including communication, belay systems, minimum impact code • Required skills ○ Communication with belayer ○ Rope handling to manage a rope safely and efficiently ○ Climbing ability to confidently ascend a climbing route
Resource implications	• Physical resources - assessment of this competency requires access to ○ climbing and safety equipment (eg, harness, helmet, ropes, karabiners, climbing shoes, chalk bag and chalk, belay devices) ○ a suitable natural single pitch climbing location • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in the unit SROCLN002A ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of climbs, this unit of competency must be assessed over a minimum of three (3) different climbs, in order to ensure consistency of performance over the Range Statements and contexts applicable to climbing
Context for assessment	• This unit of competency must be assessed in the context of a top rope rock climbing activity on a natural surface. For valid and reliable assessment the climbing should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	-	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the proposed climb • Communicating ideas and information - Communicating with belayer whilst climbing • Planning and organising activities - Selecting suitable equipment for climbing (eg, harness, helmets) • Working with teams and others - Working with a belayer whilst climbing • Using mathematical ideas and techniques - Not applicable • Solving problems - Negotiating the crux of the climb • Using technology - Using chalk to assist with grip Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN002A	APPLY CLIMBING SKILLS ON NATURAL SURFACES
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to apply single pitch climbing skills on a natural surface, and to use a variety of different belay devices, techniques and systems. This unit relates to independent participation as part of a climbing party. It does not include the competencies required to instruct or guide others or provide related competencies such as establishing belay systems.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Select a route suitable for the abilities of the climbing party	2.1 Identify suitable access to and egress from the climbing site 2.2 Demonstrate an ability to relate a route description to a particular climb 2.3 Determine climbing capabilities of individuals within the climbing party 2.4 Inspect and evaluate the main features of the climb ensuring the capabilities of the climbing party are not exceeded 2.5 Demonstrate consideration of environmental factors affecting route selection 2.6 Identify hazards and implement action appropriate to the hazard
3 Select equipment for a designated route	3.1 Select equipment that is to the standard required and is suitable for a safe ascent of the route 3.2 Select and check all equipment to ensure that it is suitable for the selected route and is in adequate working order and condition
4 Utilise equipment effectively	4.1 Demonstrate use of equipment in accordance with manufacturer's specifications to ensure that design limits are not exceeded 4.2 Apply accepted industry standards and best practice with respect to attachment of rope to the climber's harness 4.3 Demonstrate ability to handle rope in a safe and efficient manner 4.4 Demonstrate use of equipment to minimise damage to equipment, the environment and others
5 Apply safety procedures	5.1 Apply safety procedures at the top and bottom of climbing site 5.2 Establish and maintain effective communication between climber and belayer using standard calls and procedures 5.3 Demonstrate attachment to a suitable belay system in accordance with equipment manufacturer's specifications and standard practices 5.4 Complete all necessary personal safety checks prior to commencing ascent
6 Demonstrate climbing techniques	6.1 Identify and evaluate the main features of the climb whilst climbing 6.2 Plan and demonstrate fluent climbing technique suitable to features and possible holds

	6.3 Locate and utilise rest positions to reduce fatigue 6.4 Demonstrate correct technique to minimise injury in the event of a fall 6.5 Demonstrate a safe changeover to alternate system at completion of climb 6.6 Demonstrate suitable posture for lowering purposes 6.7 Maintain adequate communication with belayer throughout
7 Establish belaying position	7.1 Follow procedures to ensure belayer safety in the event of a climber fall or rockfall 7.2 Position body in relation to belay device to allow most effective use of belay system 7.3 Demonstrate a body position and stance that minimises movement during a fall 7.4 Demonstrate attachment of belayer to anchor to minimise movement during a fall (where necessary) 7.5 Demonstrate a safe and efficient escape from a belay system in a rescue situation whilst ensuring the safety of the climber
8 Demonstrate suitable belaying technique	8.1 Select belay device and technique according to the situation 8.2 Establish a suitable communication system with climber, when belaying others 8.3 Perform all safety checks in accordance with standard policies and procedures 8.4 Arrange rope to ensure free flow 8.5 Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement 8.6 Monitor climber or self progress constantly 8.7 Demonstrate correct use of belay devices 8.8 Respond appropriately to climber calls 8.9 Arrest falls promptly using technique suitable to the belaying device and situation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay device	[two categories] • plate devices, eg, sticht plate • auto locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC)
Belay system	[all categories] • top belay • bottom belay
Belayer safety	[all categories] • wearing of helmets • attaching to safety ropes • positioning out of direct line of gear/rock fall
Best Practice	[all categories] • tie in • tie and clip in
Capabilities	[all categories] • strength/weight ratio • stamina • flexibility • body weight • balance • mental perceptions
Communication	[two categories] • climbing calls • radios • any other negotiated system to suit circumstances
Contextual issues	[all categories] • belayer's abilities • climber abilities • weight ratio of climber to belayer

	• group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions (at top and bottom) • time of day
Environmental factors	[all categories] • length of climb • time of day • weather • nearby climbers • impact on flora and fauna
Equipment	[all categories] • harnesses • helmets • climbing shoes • ropes • tapes • karabiners • belay devices • rope protectors • slings • chalk and chalk bag
Features	[eight categories] • aretes • chimneys • corners • cracks • edges • flakes • jugs • ledges • overhangs • pinnacles • pockets • protrusions • roofs • scoops • slabs
Hazards	[all categories] • loose debris, rocks, gear • sharp edges • dangerous fauna

	○ snakes ○ spiders ○ nesting birds • dangerous flora, eg, stinging trees, cactus • other climbers and spectators
Route descriptions	[all categories] • verbal • written
Standards	[all categories] • international standards • Australian standards • manufacturer's specifications • accepted industry best practice
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Techniques	[eight categories] • bridging • dynamic movement, eg, dead pointing • heel hooks • jamming • laybacking • layaways and side pulls • mantle - shelving • pinch grips • smearing • underclings

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of a diversity of climbing techniques to apply to different features, different belaying equipment and techniques in the workplace - Assessment of performance should be over a minimum of three (3) separate climbs covering the prescribed number of categories from the Range Statements - In particular, assessment must confirm the ability to - independently select and use a range of features and techniques applicable to the route (the grade of climb may be used to indicate the level of climbing skill) - apply safety practices and procedures in a single pitch climbing context - select routes appropriate to skill level and climb efficiently - apply knowledge of equipment to select suitable equipment and use it in accordance with manufacturer's recommendations - comply with minimal impact practices - communicate effectively with belayer/climber - apply knowledge of different types of belay equipment and the principles of belaying technique to the efficient belaying of self (where relevant to the activity) and a participant in an activity - arrest a fall - comply with safety procedures - belay in different situations and contexts within climbing - use all categories of belay device
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROODR002A Plan outdoor recreation activities - SROCLN001A Demonstrate simple climbing skills on natural surfaces - SROOPS002B Plan for minimal environmental impact - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROCLN003A Establish belays for climbing on natural surfaces - SROVTR001A Perform vertical rescues
Required knowledge and skills	- Required knowledge - Knowledge of the implications of relevant international, Australian and industry standards pertaining to equipment use and performance - Manufacturer's design specifications and recommendations for equipment use - Safety procedures including communication, belay systems, risk management strategies - Minimum impact code - Ethics, tradition and history of climbing - Issues related to climbing (eg, access) - Required skills - Climbing ability to confidently ascend a climbing route

	○ Rope handling skills to manage a belay ○ Communication skills to inform belayer of desired tension in rope
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable natural single pitch climbing location(s) ○ climbing and safety equipment (eg. helmet, harness, climbing shoes, chalk bag and chalk, belay devices, first aid kit) • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLN004A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of climbing sites (different rock features, hazards, environmental factors, climbing technique requirements), this unit of competency must be assessed over a minimum of three (3) different climbs, in order to ensure consistency of performance over the Range Statements and contexts applicable to climbing
Context for assessment	• This unit of competency must be assessed in the context of single pitch rock climbing on a natural surface. For valid and reliable assessment the climbing should be in an environment that closely replicates the workplace. The environment should be safe, and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the proposed climb • Communicating ideas and information - Communicating with belayer whilst climbing • Planning and organising activities - Planning what equipment will be required for the climb • Working with teams and others - Working with a belayer whilst climbing • Using mathematical ideas and techniques - Not applicable • Solving problems - Negotiating the crux of a climb • Using technology - Using chalk to assist with grip Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN003A	ESTABLISH BELAYS FOR CLIMBING ON NATURAL SURFACES
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select anchors (fixed and/or natural) for the attachment of ropes and other equipment (eg, tapes and karabiners) for belays. These anchors are to be used to establish belay systems in an independent single-pitch climbing context on a natural surface.

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure natural and/or fixed anchors	1.1 Assess the condition of the anchor(s) (including performance under likely load) and the stability of the surroundings 1.2 Identify and select anchor(s) according to the contextual issues to minimise failure and to ensure minimal environmental impact 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the climb, and the abilities of the person participating 1.4 Select anchor(s) demonstrating consideration of belay systems, back-up systems, type of anchors and operating procedures (where applicable)
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and climber 2.2 Identify the potential forces generated during a fall and select a belay system after consideration of those affects 2.3 Establish a belay system after consideration of other contextual issues which may affect the system 2.4 Demonstrate the rigging of multiple anchors , ensuring equalisation and minimal shock loading 2.5 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall and enables belayer to be anchored (belayer may be in or out of the belay system) 2.6 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.7 Select a belay device that is suitable for the situation and the belayer's ability 2.8 Select and tie knots suitable for the type of system established 2.9 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.10 Check all equipment (for signs of corrosion, abrasion, impact, aging) to ensure that it is in working order 2.11 Identify and avoid, or remove, hazards where they exist and where appropriate

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Anchors	[all categories] • natural ○ trees ○ knobs of rock ○ threads ○ rock bollards ○ limestone formations or persons in the case of body belays • fixed ○ bolts ○ chains ○ bollards ○ pitons ○ eyelets ○ U bolts ○ wire cables
Belay devices	[two categories] • plate devices, eg, sticht plate • auto-locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC)
Belay system	[all categories] • top belay • bottom belay
Climber	[one category] • colleagues • clients
Condition of anchors	[all categories] • age • location • wear • decay • corrosion • weathering • environmental stress • insect damage

Contextual issues	[all categories] • belayer's abilities • climber abilities • weight ratio of climber to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions • time of day
Environmental impact	[all categories] • rock dislodgement • compacting of soil • damage to flora, fauna, and the environment ○ orchids ○ bird's nests ○ cave formations • effect on other users of the site
Equipment	[all categories] • ropes • tape slings • karabiners • rope protectors
Hazards	[all categories] • loose rocks, debris, gear • sharp edges • moving ropes running over stationary ropes, tape or webbing • tripping on loose or complex rigging • dangerous fauna ○ snakes ○ spiders ○ nesting birds • dangerous flora, eg, stinging trees, cactus
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots ○ rethreaded figure of 8 ○ figure of 8 on a bight ○ round turn and two half hitches ○ stopper knots • mid-rope knots, eg, alpine butterfly, in line figure of 8 • rope joining knots, eg, double fisherman's

	tape knot
Likely load	[all categories] - group size - set up - type of climb conducted - climber ability - technique
Person's participating	[all categories] - experienced - inexperienced - adults/children - tourists, club members, clients, school or youth groups
Safety of belayer	[all categories] - attachment to anchor or alternate safety system - positioning out of direct line of rock or equipment fall
Stability of surroundings	[all categories] - location - cracks - deformities - fissures
Standards	[all categories] - Australian standards - International, eg, European Committee for Standardisation (CEN) - accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the factors affecting the stability and selection of anchors, the different types of belay systems and knots and their suitability in different rigging situations in the workplace • Assessment of performance should be over the rigging of a minimum of three (3) different climbs, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ select and establish anchors, considering the factors that affect their stability ○ select and establish a belay system according to the situation ○ establish belay systems at the top of pitches ○ establish belay systems at the bottom of pitches ○ use suitable belay devices and knots ○ determine the need for, and establish, back up belay systems ○ establish a self belay system ○ apply knowledge of knots and anchor selection to rig ropes to suit different situations (ascent and descent)
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCLN002A Apply climbing skills on natural surfaces ○ SROVTR001A Perform vertical rescues
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards (eg, European Committee for Standardisation (CEN)) on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Minimum impact code ○ Principles of anchor systems (eg, equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system (eg, top and bottom belays) ○ Technical climbing/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Simple abseiling ability (for descending from a climb) • Required skills ○ Decision making to select anchors and belay systems

	○ Problem solving to overcome hazards ○ Observation to assess anchors
Resource implications	• Physical Resources - assessment of this competency requires access to ○ suitable single pitch climbing locations ○ belay and safety equipment (eg, ropes, karabiners, belay devices, harness, helmet, rope protectors) • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLN006A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over the rigging of a minimum of three (3) different climbs, in order to ensure consistency of performance over the broad Range Statements and contexts applicable
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of single pitch rock climbing. The environment should be safe, and free from complicated or non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	-	2	-	-	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on anchors and belay systems • Communicating ideas and information - Not applicable • Planning and organising activities - Planning a suitable belay system for the climb • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with loose rocks on the climbing face • Using technology - Using a mechanical device to assist with belaying Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN004A	APPLY LEAD CLIMBING SKILLS ON NATURAL SURFACES
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to lead or second a climb, and to establish and operate a belay, on single pitches on natural surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Select a route suitable for the abilities of the climbing party	2.1 Identify suitable access to and egress from the climbing site 2.2 Demonstrate an ability to relate a route description to a particular climb 2.3 Determine climbing capabilities of individuals within the climbing party 2.4 Inspect and evaluate the main features of the climb ensuring the capabilities of the climbing party are not exceeded 2.5 Demonstrate consideration of environmental factors affecting route selection 2.6 Identify hazards and implement action appropriate to the hazard
3 Select equipment for a designated route	3.1 Select equipment that is to the standard required and is suitable for a safe ascent of the route 3.2 Select and check all equipment to ensure that it is suitable for the selected route and is in adequate working order and condition
4 Utilise equipment effectively	4.1 Demonstrate use of equipment in accordance with manufacturer's specifications to ensure that design limits are not exceeded 4.2 Apply accepted industry standards and best practice with respect to attachment of rope to the climber's harness 4.3 Demonstrate ability to handle rope in a safe and efficient manner 4.4 Demonstrate use of equipment to minimise damage to equipment , the environment and others
5 Apply safety procedures	5.1 Apply safety procedures at the top and bottom of climbing site 5.2 Establish and maintain effective communication between climber and belayer using standard calls and procedures 5.3 Establish a belay system at the bottom of the pitch which maximises climber and belayer safety at all times 5.4 Demonstrate attachment to a suitable belay system in accordance with equipment manufacturer's specifications and standard practices 5.5 Complete all necessary personal safety checks prior to commencing ascent
6 Demonstrate climbing techniques	6.1 Identify and evaluate the main features of the climb whilst climbing 6.2 Plan and demonstrate fluent climbing technique suitable to rock type, features and possible holds

	6.3 Locate and utilise rest positions to reduce fatigue 6.4 Demonstrate correct technique to minimise injury in the event of a fall 6.5 Maintain adequate communication with belayer throughout
7 Ascend a route as a second climber	7.1 Demonstrate use of belaying system in a suitable manner to maximise climber safety at all times 7.2 Demonstrate efficient removal of artificial protection , in a manner which minimises damage to the equipment and impact on the environment (with and without the use of a nut tool) 7.3 Demonstrate use of slings to optimise a placement and to minimise equipment loss or damage 7.4 Demonstrate accepted safety procedures throughout the climb and whilst belaying
8 Ascend a single pitch route as a lead climber	8.1 Select suitable protection for the chosen climb and rack protection so that it is accessible during the climb 8.2 Demonstrate use of natural, fixed or artificial protection to minimise the distance of a fall 8.3 Select placements with respect to the climbing situation 8.4 Demonstrate suitable techniques to minimise rope drag 8.5 Identify and demonstrate suitable techniques to minimise displacement of artificial protection 8.6 Demonstrate consideration of the direction and magnitude of force during a fall when placing protection 8.7 Demonstrate consideration of the second's ability and safety when placing protection 8.8 Demonstrate correct technique to minimise injury in the event of a fall 8.9 Demonstrate the ability to retreat from pitches both greater than and less than 25m in length 8.10 Select solid and secure natural or artificial anchors at the top of the pitch, or place artificial protection while demonstrating consideration of forces 8.11 Establish a belay system at the top of the pitch which maximises climber and belayer safety at all times
9 Establish belaying position	9.1 Follow procedures to ensure belayer safety in the event of a climber fall or rockfall 9.2 Position body in relation to belay device to allow most effective use of belay system 9.3 Demonstrate a body position and stance that minimises movement during a fall 9.4 Demonstrate attachment of belayer to anchor to minimise movement during a fall (where necessary) 9.5 Demonstrate a safe and efficient escape from a belay system in a rescue situation whilst ensuring the safety of the climber
10 Demonstrate suitable belaying technique	10.1 Select belay device and technique according to the belayer situation 10.2 Establish a suitable communication system with climber, when belaying others 10.3 Perform all safety checks in accordance with standard policies and procedures 10.4 Arrange rope to ensure free flow 10.5 Maintain rope tension to ensure fall distance is minimised whilst not restricting climber movement 10.6 Monitor climber or self progress constantly 10.7 Demonstrate correct use of belay devices 10.8 Respond appropriately to climber calls 10.9 Arrest falls promptly using technique suitable to the belaying device and

	situation

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay device	[two categories] • plate devices, eg, sticht plate • auto locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC)
Belayer safety	[all categories] • wearing of helmets • attaching to safety ropes • standing out of direct line of rock/gear fall
Belayer situation	[all categories] • at the top of the pitch • at the bottom of the pitch or element
Belaying system	[all categories] • top belay • bottom belay • single rope • double rope
Best practice	[all categories] • tie in • tie and clip in
Capabilities	[all categories] • body weight/strength ratio • stamina • flexibility • balance • mental perceptions
Climbing situation	[all categories] • features • quality of natural protection available • rock type

	• availability of equipment • length of climb • location of rest stops
Communication	[all categories] • climbing calls • radios • any other negotiated system to suit circumstances
Contextual issues	[all categories] • belayer's abilities • climber abilities • weight ratio of climber to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions • time of day
Environmental factors	[all categories] • length of climb • time of day • weather • nearby climbers • impact on flora and fauna
Equipment	[all categories] • harnesses • helmets • climbing shoes • ropes • tapes • karabiners • belay devices • rope protectors • slings • bolt brackets • chalk
Features	[twelve categories] • aretes • chimneys • corners • cracks

	• edges • flakes • jugs • ledges • overhangs • pinnacles • pockets • protrusions • roofs • scoops • slabs
Hazards	[all categories] • loose debris, rocks, gear • sharp edges • dangerous fauna ○ snakes ○ spiders ○ nesting birds • dangerous flora, eg, stinging trees, cactus • other climbers and spectators
Protection	[all categories] • artificial ○ nuts or chocks ○ wedges ○ tricams ○ spring loaded camming devices ○ slings • fixed ○ pitons ○ bolts ○ fixed hangers ○ chains • natural ○ chockstones or threads ○ limestone formations ○ trees and roots
Rock type	[two categories] • granite • sandstone • basalt • limestone • rhyolite • sea cliffs
Route descriptions	[all categories] • verbal

	written
Safety checks	[all categories] - helmet chin strap - buckles - screw gates - knots
Standards	[all categories] - international standards - Australian standards - manufacturer's specifications - accepted industry best practice
Statutory and organisational procedures	[all applicable categories] - includes - permits from land management authorities - authority/permission from landowners - documented operating procedures and company/enterprise policies
Suitable technique	[all categories] - use of double ropes or extension slings - careful foot placements
Techniques	[eight categories] - bridging - dynamic movement, eg, dead pointing - heel hooks - jamming - laybacking - layaways and side pulls - mantle-shelving - pinch grips - smearing - underclings

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of the principles of - placing and using artificial protection - removing artificial protection - operate a belay system and the ability to apply knowledge of this to safely and efficiently lead on sight, in traditional style, using fixed and/or natural and artificial protection, in the workplace - Assessment of performance should be over a minimum of three (3) separate climbs including a variety of rock types, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - protection selection and placement - protection removal - rope management - belay construction - belay management - climbing and belaying using double ropes
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCLN002A Apply climbing skills on natural surfaces - SROCLN003A Establish belays for climbing on natural surfaces - SROODR003A Plan outdoor recreation activities (advanced) - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Climbing and lead climbing knowledge (ropes, knots, appropriate use of various types of protection) - Fall factors and forces exerted during fall - Belaying skills and establishment of belaying systems - Selection of anchors - Safety at a climbing site - Climbing ethics - Required skills - Problem solving and decision making skills for anchor selection and rigging - Communication skills with climbing partners - Leadership skills
Resource implications	- Physical resources - assessment of this competency requires access to - at least two suitable single pitch locations (must be natural) - climbing and safety equipment (eg, helmet, harness, ropes, karabiners, artificial protection, climbing shoes, chalk bag and chalk, nut tool, first aid kit) - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment

	Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLN005A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of climbs, anchors, equipment and techniques, this unit of competency must be assessed over a minimum of three (3) separate climbs covering a variety of rock types, in order to ensure consistency of performance over the Range Statements and contexts applicable to single-pitch lead climbing
Context for assessment	• This unit of competency must be assessed in the context of single pitch rock climbing on a natural surface. For valid and reliable assessment the climbing should be in an environment that closely replicates the workplace. The environment should be safe, and may include some non-routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	3	3	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding the proposed climb • Communicating ideas and information - Communicating with other climbers involved • Planning and organising activities - Planning which gear will be required for the climb • Working with teams and others - Participating in climbing activity as a member of a group • Using mathematical ideas and techniques - Determining angle and force of pull on protection • Solving problems - Finding placements on poorly protected climbs • Using technology - Using a variety of equipment for artificial protection (eg, hexes, nuts, wires, wedges, cams) Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN005A	APPLY MULTI PITCH LEAD CLIMBING SKILLS ON NATURAL SURFACES
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to use advanced climbing techniques to climb in multi pitch situations on natural surfaces. This unit relates to independent participation as part of a climbing party. It does not include the competencies required to instruct or guide others.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 1.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity and situational demands 1.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Select a route suitable for the abilities of the climbing part	2.1 Identify safe access to and egress from the climbing site 2.2 Demonstrate an ability to relate a route description to a particular climb 2.3 Determine climbing capabilities of individuals within the climbing party 2.4 Inspect and evaluate the main features and type of rock of the climb ensuring the capabilities of the climbing party are not exceeded 2.5 Demonstrate consideration of environmental factors and situational demands affecting route selection 2.6 Identify and evaluate the potential for artificial or natural protection (where appropriate) 2.7 Identify hazards and implement action appropriate to the hazard
3 Select equipment for a designated route	3.1 Select equipment according to the type of rock , that is to the standard required for safe ascent of the route 3.2 Select equipment suitable for the chosen route 3.3 Check all equipment to ensure that it is in adequate working order and condition
4 Utilise equipment effectively	4.1 Demonstrate use of equipment in accordance with manufacturer's specifications to ensure that design limits are not exceeded 4.2 Apply accepted industry best practice with respect to attachment of rope to the climber's harness 4.3 Demonstrate ability to handle rope in a safe and efficient manner 4.4 Demonstrate use of equipment to minimise damage to equipment , the environment and others 4.5 Organise artificial protection to provide quick access to appropriate pieces (where appropriate)
5 Apply safety procedures	5.1 Apply safety procedures at the top and bottom of climbing site, and at belay stations 5.2 Establish and maintain effective communication between climber and belayer using standard calls and procedures 5.3 Demonstrate attachment to a suitable belay system in accordance with equipment manufacturer's specifications and standard practices 5.4 Complete all necessary personal safety checks prior to commencing ascent

6 Demonstrate climbing techniques	6.1 Locate and evaluate the main features of the climb whilst climbing 6.2 Plan and demonstrate fluent climbing technique according to features and possible holds 6.3 Locate and utilise rest positions to reduce fatigue 6.4 Demonstrate correct technique to minimise injury in the event of a fall 6.5 Maintain adequate communication with belayer throughout
7 Select and plan a multi pitch climb	7.1 Select a route demonstrating consideration of contextual issues 7.2 Select equipment , demonstrating consideration of contextual issues and rack suitable artificial protection so that it is accessible during the climb 7.3 Consider contingency plans 7.4 Identify and communicate belay stations to climbing party members
8 Undertake a multi pitch climb	8.1 Demonstrate sound route finding 8.2 Establish belay systems to meet the current demands of the situation. 8.3 Set up anchors safely and efficiently 8.4 Monitor and maintain the safeguard system continuously 8.5 Demonstrate the ability to retreat from pitches both greater than and less than 25m in length
9 Demonstrate safe change over techniques at belay stations	9.1 Ensure all climbing party members are always attached to an anchor or belay system 9.2 Conduct changeovers from one system to another in a safe and efficient manner 9.3 Demonstrate efficient rope handling skills at the belay stations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Anchors	[all categories] • multi-directional • uni-directional • self-equalising
Artificial protection	[all categories] • nuts or chocks • wedges • tricams • spring loaded camming devices • slings
Belay system	[all categories] • top belay • bottom belay
Best practice	[one category] • tie in • tie and clip in
Capabilities	[all categories] • strength/weight ratio • stamina • flexibility • balance • mental perceptions
Communication	[two categories] • climbing calls • hand signals • any other negotiated system to suit circumstances
Contextual issues	[all categories] • weather conditions • hours of available daylight

	• escape/retreat options • other users • environmental impact • length of climb • climbing party size • style of climbing • access and descent options • competence/climbing ability of party members
Contingency	[all categories] • poor communication conditions • injuries • escape/retreat options • off route possibilities • ability of the second
Environmental factors	[all categories] • length of climb • time of day • weather • nearby climbers • impact on flora and fauna
Equipment	[all categories] • harnesses • helmets • climbing shoes • ropes • tapes • karabiners • friction devices • rope protectors • slings • climbing rack • bolt brackets • nut tool • backpacks • hauling systems • chalk and chalk bag • personal requirements, eg, food, water, clothing
Features	[all categories] • aretes • chimneys • corners • cracks • edges • flakes • jugs

	• ledges • overhangs • pinnacles • pockets • protrusions • roofs • scoops or slab
Hazards	[all categories] • loose debris, rocks, gear • sharp edges • dangerous fauna ○ snakes ○ spiders ○ nesting birds • dangerous flora, eg, stinging trees, cactus • other climbers and spectators
Route descriptions	[all categories] • verbal • written
Safety checks	[all categories] • helmet straps • buckles • screw gates • knots
Situational demands	[all categories] • ledge size • direction of next pitch • ability of the second • rope drag • availability of anchors • quality and position of anchors • weather conditions
Standards	[all categories] • international standards • Australian standards • manufacturer's specifications • accepted industry best practice
Statutory and organisational procedures	[all applicable categories] • includes ○ permits from land management authorities

	○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Techniques	[all categories] • bridging • dynamic movement, eg, dead pointing • heel hooks • jamming • laybacking • layaways and side pulls • mantle-shelving • pinch grips • smearing • underclings
Type of rock	[two categories] • basalt • conglomerate • granite • limestone • rhyolite • sandstone

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of the principles of - placing and using artificial protection - removing artificial protection - operate a belay system and the ability to apply knowledge of this to safely and efficiently lead on sight, in traditional style, using fixed and/or natural and artificial protection, in the workplace - Assessment of performance should be over a minimum of three (3) separate multi pitch climbs over a variety of locations, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of factors affecting multi pitch lead climbing to lead climb on multi pitches with different climbing parties with differing abilities - safely and efficiently lead on sight multi pitch climbs. A high level of protection selection and placement, rope management and belay construction is required - establish safety for self and other climbing party members at belay stations and efficiently manage belay stations
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCLN004A Apply lead climbing skills on natural surfaces - This unit must be assessed in conjunction with the following unit(s) in a single pitch climbing context - SROCLN006A Establish belays for multi pitch climbing on natural surfaces - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROVTR002A Perform complex vertical rescues
Required knowledge and skills	- Required knowledge - Climbing and lead climbing knowledge - ropes - knots - appropriate use of various types of protection - Fall factors and forces exerted during fall - Belaying skills and establishment of belaying systems - Selection of anchors - Safety at a climbing site - Climbing ethics - Technical knowledge of climbing equipment and its use - Knowledge of climbing site and route description - Emergency procedures and rescues - Required skills - Problem solving and decision making skills for anchor selection and rigging - Communication skills with climbing partners - Leadership skills - Lead climbing ability

	○ Group management
Resource implications	• Physical resources - assessment of this competency requires access to ○ at least two (2) suitable natural multi pitch locations ○ lead climbing and safety equipment ▪ helmets ▪ harnesses ▪ ropes ▪ artificial protection ▪ climbing shoes ▪ chalk bag and chalk ▪ first aid kit • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROCLN005A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of climbs, anchors, equipment and techniques, this unit of competency must be assessed over a minimum of three (3) separate climbs over a variety of locations, in order to ensure consistency of performance over the Range Statements and contexts applicable to multi-pitch lead climbing
Context for assessment	• This unit of competency must be assessed in the context of a multi pitch rock climbing activity on a natural surface. For valid and reliable assessment the climbing should be in an environment that closely replicates the workplace. The environment should be safe, and may include some non routine hazards • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	3	3	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding the proposed climb • Communicating ideas and information - Communicating with other climbers involved • Planning and organising activities - Planning which gear will be required for the climb • Working with teams and others - Participating in climbing activity as a member of a group • Using mathematical ideas and techniques - Calculating forces that a fall would create on artificial protection and rope • Solving problems - Selecting appropriate artificial protection for protecting the climb • Using technology - Using a variety of devices to assist with belaying Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN006A	ESTABLISH BELAYS FOR MULTI PITCH CLIMBING ON NATURAL SURFACES
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to select and create anchors (fixed, natural and/or artificial) for the attachment of ropes and/or equipment for belays (eg, tapes, karabiners). These anchors are to be used in establishing belay systems for lead climbing and seconding on natural surfaces. These systems must be able to accommodate different belayer and climber abilities in single and multi pitch contexts. Anchors must be selected from a diversity of locations, offering different environmental conditions (eg, rock type, tree type, type of weather and resultant effects).

ELEMENT	PERFORMANCE CRITERIA
1 Choose solid and secure natural, fixed and/or artificial anchors	1.1 Assess the condition of the anchor(s) (including performance under likely load) and the stability of the surroundings 1.2 Identify and select anchor(s), according to the contextual issues , to minimise failure, and to ensure minimal environmental impact 1.3 Select anchor(s) demonstrating consideration of the location of the anchor, the requirements of the climb, and the abilities of the person's participating 1.4 Select anchor(s) demonstrating consideration of the belay system , back-up systems, type of anchors and operating procedures 1.5 Place artificial protection in an accurate, efficient and effective manner, to create an anchor
2 Select and set up a belay system	2.1 Select a belay system after consideration of the abilities, limitations and learning needs of the belayer and climber 2.2 Identify the forces generated during a fall and their affect on the system 2.3 Establish a belay system after consideration of other contextual issues which may affect the system 2.4 Demonstrate the rigging of multiple anchors , ensuring equalisation and minimal shock loading 2.5 Establish a belay that maintains safety of belayer and minimises movement of the belayer in the event of a fall 2.6 Establish a belay from which the belayer is able to 'escape' and safely perform a rescue 2.7 Select a belay device that is suitable for the situation and the belayer's ability 2.8 Identify equipment which is approved to recognised standards and demonstrate use in accordance with manufacturer's specifications to ensure that design limits are not exceeded 2.9 Check all equipment (for signs of corrosion, abrasion, impact, wearing) to ensure that it is in working order 2.10 Identify and avoid or remove hazards where they exist and where appropriate
3 Rig rope pitches for safety and ease of use	3.1 Identify safe access to and egress from the site, and 'safe areas' 3.2 Identify ascent/descent route after consideration of the contextual issues 3.3 Select and tie knots that are suitable for the type of system established and for potential retrieval or rescue situations 3.4 Set up anchors and ropes to facilitate rescue

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Anchors	[all categories] • natural ○ trees ○ knobs of rock ○ threads ○ rock bollards ○ limestone formations • fixed ○ bolts ○ chains ○ bollards ○ pitons ○ eyelets ○ fixed hangers • artificial ○ wires ○ nuts ○ hexes ○ camming devices
Belay devices	[all categories] • plate devices, eg, sticht plate • auto - locking devices, eg, gri gri • tubular devices, eg, air traffic controller (ATC) • Prusik cord and suitable friction hitch
Belay system	[all categories] • at the top of a pitch • at the bottom of the pitch
Climber	[all categories] • client • colleague
Condition of anchors	[all categories] • age • location • wear • decay

	• corrosion • weathering • environmental stress • insect damage
Contextual issues	[all categories] • belayer's abilities • climber's abilities • weight ratio of climber to belayer • group size • other users • pitch height • environmental impact • soundness of rock • access and egress • weather conditions (at top and bottom) • time of day
Environmental impact	[all categories] • rock dislodgement • compacting of soil • damage to flora, fauna, and the environment ○ orchids ○ bird's nests ○ cave formations • effect on other users of the site
Equipment	[all categories] • ropes • tape slings • karabiners • belay devices • artificial protection • helmet • harness
Hazards	[all categories] • loose rocks, debris, gear • sharp edges • moving ropes running over stationary ropes, tape or webbing • dangerous fauna ○ snakes ○ spiders ○ nesting birds • dangerous flora, eg, stinging trees, cactus • lack of opportunities for protection
Knots	[all categories]

	• knots that have at least 50 % of the static strength of the original • end - of - rope knots ○ rethreaded figure of 8 ○ figure of 8 on a bight ○ round turn and two half hitches ○ stopper knots • mid - rope - knots, eg, alpine butterfly, in line figure of 8 • rope joining knots, eg, double fisherman's • tape knot
Likely loads	[all categories] • group size • set up • type of climb conducted • climber ability • technique
Person's participating	[all categories] • experienced/inexperienced • adults/children • tourists, club members, clients, school or youth groups
Safety of belayer	[all categories] • attachment to anchor or alternate safety system • positioning out of direct line of rock or equipment fall
Stability of surroundings	[all categories] • location • cracks • deformities • fissures
Standards	[all categories] • Australian • International, eg, European Committee for Standardisation (CEN) • accepted industry best practice

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm in depth knowledge of rigging techniques applicable to ○ different types of anchor ○ different equipment ○ different pitch requirements ○ different abilities of group members • Assessment of performance should be over a minimum of three (3) separate climbs, including at least two (2) different climbing sites, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of the factors affecting the stability and selection of anchors (fixed, natural and/or artificial) to select anchors for simple and complex, single and multi - pitch climbs ○ establish a broad range of belay systems to accommodate different belayer and climber abilities, types of anchor and location requirements ○ use a variety of different belay systems and knots in routine and non - routine situations ○ apply considerable discretion and judgement as to the type of belay system required ○ establish safety systems suitable to climbing situation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCLN003A Establish belays for climbing on natural surfaces • This unit must be assessed in conjunction with the following unit(s) ○ SROCLN005A Apply multi pitch lead climbing skills on natural surfaces • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROVTR002A Perform complex vertical rescues
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards (eg, European Committee for Standardisation (CEN)) on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Minimum impact code ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system (eg, top and bottom belays) ○ Technical activity/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations

	- Required skills - Decision making to select anchors and belay systems - Problem solving to overcome obstacles and hazards - Observation to determine the route and find protection
Resource implications	- Physical resources - assessment of this unit of competency requires access to - climbing and safety equipment (eg, ropes, harness, helmet, climbing shoes, chalk and chalk bag, artificial protection, first aid kit) - minimum of two (2) climbing locations (must be natural) with varying qualities, natural and fixed anchors, and opportunities for placement of artificial protection (eg, fissures, cracks) - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit (i.e., SROCLN006A) - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the variety of techniques and procedures, this unit of competency must be assessed over a minimum of three (3) separate climbs, including at least two (2) different climbing sites, in order to ensure consistency of performance over the Range Statements and contexts applicable to setting up anchors and belays for single pitch climbing
Context for assessment	- This unit of competency must be assessed in the context of a lead climbing activity. For valid and reliable assessment the activity should be in an environment that closely replicates the workplace. The environment may include complicated or non - routine hazards but must be safe - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	-	3	-	3	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on different types of anchor and belay systems • Communicating ideas and information - Not applicable • Planning and organising activities - Planning which anchor and belay system is suitable to situation • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Estimating forces generated during a fall and their affect on the system • Solving problems - Dealing with a rescue situation/helping a second past the crux • Using technology - Using a variety of friction devices to aid belaying Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN007A	GUIDE CLIMBING ACTIVITIES ON NATURAL SURFACES (RESTRICTED)
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients in a routine top-rope climbing activity on a natural surface, where there are clearly defined operating procedures for the climbing site. The climbing site should have easy access to the top and the bottom of the climb(s), be free from complex set up and/or operating issues, and should be free from hazards. Anchors at the site should be obvious and easily accessible, and should be either fixed or natural.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a climbing activity for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select suitable site and climb(s) to suit abilities and objectives of the group 1.4 Obtain and interpret local weather information in relation to the activity 1.5 Obtain permits or permission for access where necessary 1.6 Ensure correct guide/client ratios are met 1.7 Prepare a personal equipment checklist for clients 1.8 Determine food and drink requirements for group taking into account contextual issues 1.9 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the participant and the climb 2.3 Check safety and rescue equipment to ensure suitability to the group and the climb
3 Establish the climb(s)	3.1 Establish safe access to and egress from the climbing site (including handlines where appropriate) 3.2 Identify hazards at the site and take action where appropriate, eg, removing loose rocks from the top of the climb 3.3 Establish anchors and belay rope(s) , ensuring ropes are in the correct position for the climb(s) selected
4 Brief clients	4.1 Communicate clearly the aim of the guided activity to the clients 4.2 Communicate logistical details to clients, including relevant minimal environmental impact practices 4.3 Brief group of standard safety procedures 4.4 Demonstrate correct climbing, belaying and back-up belaying techniques (where appropriate) 4.5 Establish a communication system for use during climbing and ensure that all clients understand system 4.6 Devolve decision making (where appropriate)
5 Maintain physical welfare of group	5.1 Assess capabilities of group members on the day 5.2 Ensure all clients are properly equipped for the climb 5.3 Monitor individual client's performance and needs 5.4 Evaluate climbing conditions 5.5 Monitor weather conditions

	5.6 Evaluate implications of weather signs on climbing plans 5.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored 5.8 Control the group to maintain a safe enjoyable atmosphere 5.9 Apply risk management plan 5.10 Recognise and resolve conflict situations
6 Supervise a climbing activity safely	6.1 Provide clear and concise direction and advice to group during the activity 6.2 Monitor climbing, belaying and back-up techniques (where applicable) to ensure a safe environment 6.3 Identify a variety of potential hazards 6.4 Decide how each hazard can be overcome/avoided 6.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 6.6 Provide positive encouragement and empathy 6.7 Manage the actions of the group to maintain the safest situation 6.8 Respond accordingly to any emergency or non-routine situation
7 Conduct activity in a professional manner	7.1 Encourage feedback and questioning from group members 7.2 Avoid contentious issues in general conversation 7.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 7.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
8 Complete post-trip responsibilities	8.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 8.2 Evaluate all aspects of activity organisation and conduct, including client feedback 8.3 Suggest modifications (if required)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay rope	[one category] • top belay • bottom belay
Communication	[one category] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of climb(s) • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height of climb(s) • personal requirements • safety requirements
Equipment	[all categories] • climbing equipment ○ ropes ○ harnesses ○ climbing shoes ○ karabiners ○ chalk and chalk bag • safety equipment ○ helmet ○ belay devices ○ first aid kit ○ rope protectors ○ sewn slings • rescue equipment ○ knife ○ rescue pulley ○ whistle ○ spare Prusik loops

	• appropriate clothing and footwear
Hazards	[all categories relevant to location] • environmental hazards ○ sharp/abrasive edges ○ loose rocks or debris ○ high winds ○ obstructions or distractions to the belayer • set-up hazards ○ moving ropes running over stationary ropes ○ tape or webbing ○ tripping on complex or loose rigging ○ tangled rope ○ loose gear • group management hazards ○ climber climbing without being properly attached to rope ○ climber climbing off-route ○ climber topping out ○ belayer not belaying safely ○ belayer not lowering safely • climber hazards ○ loose clothing and hair ○ jewellery ○ phobias • dangerous fauna ○ snakes ○ spiders ○ wasps • dangerous flora, eg, stinging trees, cactus
Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a climbing activity with clients, on natural surfaces in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding a climbing activity on a natural surface • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct climbing activities at a number of different locations to suit ▪ different types of client groups/client needs ▪ different activity aims ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROODR005A Guide outdoor recreation sessions ○ SRXRIK001A Undertake risk analysis of activities ○ SROCLN002A Apply climbing skills on natural surfaces ○ SROCLN003A Establish belays for climbing on natural surfaces ○ SROVTR001A Perform vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN007A Guide abseiling on natural surfaces
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Different types of belay system (eg, top and bottom belays) ○ Technical climbing/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for climbing ○ Location knowledge • Required skills ○ Personal climbing skills to a high level of technical correctness

	○ Decision making to tailor activity to meet groups needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a natural climbing site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ climbing equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLN008A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a top-rope climbing activity on a natural surface with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding a top-rope climbing activity with real clients on a natural surface • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	3	1	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the clients (eg, medical conditions, previous experience) • Communicating ideas and information - Briefing clients on procedures prior to climbing • Planning and organising activities - Planning sequencing for the climb • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating lengths of rope and amount of equipment required to set up and run the climb • Solving problems - Assisting clients through difficult sections of the climb(s) • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN008A	GUIDE LEAD CLIMBING ACTIVITIES ON NATURAL SURFACES (SINGLE PITCH)
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients in a top-rope or single pitch lead climbing activity on a natural surface, at grades comparable to, or preferably easier than, grades at which training/experience has occurred. The learner should be able to establish anchors using any combination of fixed, natural and/or artificial protection.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a lead climbing activity for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select a suitable site and climb(s) to suit abilities and objectives of the group 1.4 Obtain and interpret local weather information in relation to the activity 1.5 Obtain permits or permission for access where necessary 1.6 Ensure correct guide/client ratios are met 1.7 Prepare a personal equipment checklist for clients 1.8 Determine food and drink requirements for group taking into account contextual issues 1.9 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is fitted and adjusted correctly and ensure suitability to the participant and the climb(s) 2.3 Check safety and rescue equipment to ensure suitability to the group and the climb(s)
3 Establish the climb(s)	3.1 Establish safe access to and egress from the climbing site (including handlines where appropriate) 3.2 Identify hazards at the site and take action where appropriate (eg, removing loose rocks from the top of the climb) 3.3 Establish anchors and belay rope(s) , ensuring ropes are in the correct position for the climb(s) selected
4 Brief clients	4.1 Communicate clearly the aim of the guided activity to the clients 4.2 Communicate logistical details to clients, including relevant minimal environmental impact practices 4.3 Brief group of standard safety procedures 4.4 Demonstrate correct climbing, belaying and back-up belaying techniques (where appropriate) 4.5 Demonstrate techniques for removing artificial protection from the rock 4.6 Establish a communication system for use during climbing and ensure that all clients understand system 4.7 Devolve decision making (where appropriate)
5 Maintain welfare of group	5.1 Assess capabilities of group members on the day 5.2 Ensure all clients are properly equipped for the climb 5.3 Monitor individual client's performance and needs 5.4 Evaluate lead climbing conditions 5.5 Monitor weather conditions

	5.6 Evaluate implications of weather signs on lead climbing plans 5.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored 5.8 Control the group to maintain a safe enjoyable atmosphere 5.9 Apply risk management plan 5.10 Recognise and resolve conflict situations (where practical)
6 Lead a climbing activity safely	6.1 Provide clear and concise direction and advice to group during the activity 6.2 Monitor climbing, belaying and back-up belaying techniques (where applicable) to ensure a safe environment 6.3 Identify a variety of potential hazards 6.4 Decide how each hazard can be overcome/avoided 6.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 6.6 Provide positive encouragement and empathy 6.7 Manage the actions of the group to maintain the safest situation 6.8 Respond accordingly to any emergency or non-routine situation
7 Conduct activity in a professional manner	7.1 Encourage feedback and questioning from group members 7.2 Avoid contentious issues in general conversation 7.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 7.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
8 Complete post-trip responsibilities	8.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 8.2 Evaluate all aspects of activity organisation and conduct, including client feedback 8.3 Suggest modifications (if required)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay rope	[all categories] • top belay • bottom belay
Communication	[two categories] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of climb • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height of climb • personal requirements • safety requirements
Equipment	[all categories] • climbing equipment ○ ropes ○ harnesses ○ climbing shoes ○ karabiners ○ chalk ○ chalk bag ○ quick draws ○ sewn slings • artificial protection, where required ○ bolt brackets ○ wires ○ hexes ○ cams ○ spring loaded camming devices • safety equipment ○ helmet

	○ belay devices ○ first aid kit ○ rope protectors • rescue equipment ○ knife ○ rescue pulley ○ whistle ○ spare Prusik loops • appropriate clothing and footwear
Hazards	[all categories relevant to location] • may include ○ environmental hazards ▪ abrasion points ▪ sharp edges ▪ loose rocks or debris ▪ high winds ○ set-up hazards ▪ moving ropes running over stationary ropes ▪ tape or webbing ▪ tripping on complex or loose rigging ▪ tangled rope ▪ loose gear ○ group management hazards ▪ climber climbing without being properly attached to rope ▪ climber climbing off-route ▪ climber topping out ▪ belayer not belaying safely ▪ belayer not lowering safely ○ climber hazards ▪ loose clothing and hair ▪ jewellery ▪ phobias ○ dangerous fauna ▪ snakes ▪ spiders ▪ wasps ○ dangerous flora, eg, cactus, stinging trees
Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • rescue pulley • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a lead climbing activity with clients, on natural surfaces in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding a lead climbing activity on a natural surface • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct lead climbing activities at a number of different locations to suit ▪ different types of client groups/client needs ▪ different activity aims ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROODR005A Guide outdoor recreation sessions ○ SRXRIK001A Undertake risk analysis of activities ○ SROCLN004A Apply lead climbing skills on natural surfaces ○ SROVTR001A Perform vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN007A Guide abseiling on natural surfaces
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant State legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Principles of placing artificial protection ○ Different types of belay system (eg, top and bottom belays) ○ Technical lead climbing/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for lead climbing ○ Location knowledge • Required skills

	○ Personal lead climbing skills to a high level of technical correctness ○ Decision making to tailor activity to meet groups needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a lead climbing site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ lead climbing equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLN010A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a lead climbing activity on a natural surface with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding a lead climbing activity with real clients on a natural surface • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the clients (eg, medical condition, previous experience) • Communicating ideas and information - Briefing clients on procedures prior to climbing • Planning and organising activities - Planning sequencing for the climbing activity • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating length of rope and amount of equipment required to set up and operate the climb(s) • Solving problems - Assisting clients through difficult sections of the climb(s) • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN009A	INSTRUCT CLIMBING ON NATURAL SURFACES (RESTRICTED)
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a routine top-rope climbing activity on a natural surface, where there are clearly defined operating procedures for the climbing site. There should be easy access to the top and bottom of the climb(s), also the climbing site should be free from complex set up and/or operating issues, and should be free from hazards. Anchors at the site should be obvious and easily accessible, and should be either fixed or natural.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching climbing skills on natural surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre - activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach climbing skills on natural surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional climbing session on natural surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional climbing session on natural surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment

	4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required 4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for a climbing session on natural surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a climbing activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to climbing and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in climbing on natural surfaces 6.3 Identify minimal impact practices appropriate to climbing on natural surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in climbing on natural surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a climbing activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to climbing on natural surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to climbing on natural surfaces 7.4 Demonstrate rescue techniques specific to climbing on natural surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach climbing skills (for natural surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable

	8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required
9 Communicate further climbing knowledge (for natural surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in climbing on natural surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the climbing instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • climbing equipment ○ ropes ○ belay devices ○ harnesses ○ climbing shoes ○ chalk bag and chalk • safety equipment ○ helmet ○ first aid kit ○ rope protectors • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops
Hazards	[all categories] • may include ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ high winds (if applicable) ○ loose rocks, debris ○ loose gear ○ moving ropes running over stationary ropes, tape or webbing ○ obstructions or distractions to belayer
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include

	○ food and water ○ personal clothing ○ teaching aids ○ suitable climbing sites for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ "part" to "whole" ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a climbing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing climbing skills on natural surfaces • Assessment must confirm the ability to apply this knowledge and appropriate technique to ○ apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements ○ demonstrate climbing techniques or skills accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs ○ provide constructive feedback which enhances the client's learning ○ provide instruction in required knowledge and skills for climbing on natural surfaces ○ apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSZ404A Train small groups ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is ▪ SROCLN002A Apply climbing skills on natural surfaces ▪ SROCLN003A Establish belays for climbing on natural surfaces ▪ SROVTR001A Perform vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Of activity location and its suitability for the conduct of the instructional session ○ Industry guidelines, codes of practice, recommended staff/client ratios ○ Relevant legislation impacting upon the instruction or conduct of climbing ▪ occupational health and safety ▪ land and water management authorities ▪ local government ○ Theories of instruction applicable to a range of ages and learning abilities

	○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of climbing skills on natural surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing climbing on natural surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Climbing skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations for the conduct of climbing instructional sessions ○ climbing equipment ▪ ropes ▪ belay devices ▪ harnesses ▪ climbing shoes ▪ chalk bag and chalk ○ safety equipment, eg, helmet, first aid kit ○ rescue equipment ▪ knife ▪ rescue pulley ▪ spare Prusik loops ○ suitable personal clothing ○ first aid kit ○ instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLN011A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and

	contexts applicable to instructing climbing skills on natural surfaces
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an climbing activity with a range of clients (not peers), on natural surfaces • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those they may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN010A	GUIDE LEAD CLIMBING ACTIVITIES ON NATURAL SURFACES (MULTI PITCH)
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide clients in a multi pitch lead climbing activity on a natural surface, at grades comparable to, or preferably easier than, grades at which training/experience has occurred.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a lead climbing activity for clients	1.1 Assess skill level, experience and physical capabilities of each member of the group 1.2 Establish attainable group objectives 1.3 Select suitable site and climb(s) to suit abilities and objectives of the group 1.4 Obtain and interpret local weather information in relation to the activity 1.5 Obtain permits or permission for access where necessary 1.6 Ensure correct guide/client ratios are met 1.7 Prepare a personal equipment checklist for clients 1.8 Determine food and drink requirements for group taking into account contextual issues 1.9 Assess, minimise and eliminate hazards (where possible) whilst forming a risk management plan
2 Select appropriate equipment for the group	2.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 2.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the participant and the climb 2.3 Check safety and rescue equipment to ensure suitability to the group and the climb
3 Establish the climb	3.1 Establish safe access to and egress from the climbing site and belay stations (including handlines and safety lines, where appropriate) 3.2 Identify hazards at the site and take action where appropriate (eg, removing loose rocks from the top of the pitch) 3.3 Establish anchors and belay rope(s) , ensuring ropes are in the correct position for the climb(s) selected
4 Brief clients	4.1 Communicate clearly the aim of the guided activity to the clients 4.2 Communicate logistical details to clients, including relevant minimal environmental impact practices 4.3 Brief group of standard safety procedures 4.4 Demonstrate correct climbing and belaying techniques (where applicable) 4.5 Demonstrate correct techniques for removing artificial protection from the rock 4.6 Establish a communication system for use during climbing and ensure that all clients understand the system 4.7 Devolve decision making (where appropriate)
5 Maintain the welfare of the group	5.1 Assess capabilities of group members on the day 5.2 Ensure all clients are properly equipped for the climb 5.3 Monitor individual client's performance and needs 5.4 Evaluate lead climbing conditions 5.5 Monitor weather conditions 5.6 Evaluate implications of weather signs on lead climbing plans

	5.7 Implement appropriate modifications to activity in regard to all variable factors that are monitored 5.8 Control the group to maintain a safe enjoyable atmosphere 5.9 Apply risk management plan 5.10 Recognise and resolve conflict situations (where practical)
6 Lead a multi pitch climbing activity safely	6.1 Provide clear and concise direction and advice to group during the activity 6.2 Monitor climbing and belaying techniques (where applicable) to ensure a safe environment 6.3 Identify a variety of potential hazards 6.4 Decide how each hazard can be overcome/avoided 6.5 Provide clear and concise guidance (including demonstration where appropriate) to the group on how to overcome/avoid each hazard 6.6 Provide positive encouragement and empathy 6.7 Manage the actions of the group to maintain the safest situation 6.8 Respond accordingly to any emergency or non-routine situation
7 Conduct activity in a professional manner	7.1 Encourage feedback and questioning from group members 7.2 Avoid contentious issues in general conversation 7.3 Use positive words throughout the activity to refer to clients and avoid using negative or disparaging words 7.4 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
8 Complete post-trip responsibilities	8.1 Retrieve, inspect, repair and store (or retire) equipment according to procedures 8.2 Evaluate, including client feedback, all aspects of activity organisation and conduct 8.3 Suggest modifications (if required)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Belay rope	[all categories] • top belay • bottom belay
Communication	[two categories] • verbal • whistles • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of climb • experience of clients • age of clients • physical health of clients • number of staff • personal experience • height of climb • personal requirements • safety requirements
Equipment	[all categories] • climbing equipment ○ ropes ○ harnesses ○ climbing shoes ○ karabiners ○ chalk ○ chalk bag ○ quick draws ○ sewn slings • artificial protection ○ bolt brackets ○ wires ○ hexes ○ cams ○ spring loaded camming devices • safety equipment ○ helmet

	○ belay devices ○ first aid kit ○ rope protectors • rescue equipment ○ knife ○ rescue pulley ○ whistle ○ spare Prusik loops • appropriate clothing and footwear
Hazards	[all categories relevant to location] • environmental hazards ○ abrasion points ○ sharp edges ○ loose rocks or debris ○ high winds • set-up hazards ○ moving ropes running over stationary ropes ○ tape or webbing ○ tripping on loose or complex rigging ○ tangled rope ○ loose gear • group management hazards ○ climber climbing without being properly attached to rope ○ climber climbing off-route ○ climber topping out ○ belayer not belaying safely ○ belayer not lowering safely • climber hazards ○ loose clothing and hair ○ jewellery ○ phobias • dangerous fauna ○ snakes ○ spiders ○ wasps • dangerous flora, eg, cactus, stinging trees
Safety and rescue equipment	[all categories] • first aid kit • knife • whistle • rescue pulley • extra Prusik cords

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a lead climbing activity with clients, on natural surfaces in the workplace • Assessment of performance should be over three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding a lead climbing activity on a natural surface • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct lead climbing activities at a number of different locations to suit ▪ different types of client groups/client needs ▪ different activity aims ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCLN005A Apply multi pitch lead climbing skills on natural surfaces ○ SROCLN006A Establish belays for multi pitch climbing on natural surfaces ○ SROCLN008A Guide lead climbing activities on natural surfaces (single pitch) ○ SROVTR002A Perform complex vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN009A Guide abseiling on natural surfaces (multi pitch)
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant state legislation impacting on roping activities ○ Accepted industry best practice or recommendations (as specified in operating procedures, risk management guidelines, professional association's recommendations or current texts) ○ Manufacturer's design specifications and recommendations for equipment use ○ Principles of anchor systems (equally shared load, single component failure and effect, redundancy, angle of separation) ○ Principles of belay systems and devices ○ Principles of placing artificial protection ○ Different types of belay system, eg, top and bottom belays ○ Technical lead climbing/equipment knowledge ○ Advantages and disadvantages of various knots in a variety of situations ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location

	○ Selection and use of equipment for lead climbing ○ Location knowledge • Required skills ○ Personal lead climbing skills to a high level of technical correctness ○ Decision making to tailor activity to meet groups needs ○ Observation to maintain group control ○ Problem solving to eliminate/minimise hazards ○ Use of rescue equipment ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a multi pitch lead climbing site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ lead climbing equipment ○ food and water ○ rescue equipment ○ safety equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (ie, SROCLN010A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a lead climbing activity on a natural surface with clients
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding a lead climbing activity with real clients on a natural surface • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning sequencing for the activity • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using harnesses and helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN011A	INSTRUCT LEAD CLIMBING ON NATURAL SURFACES (SINGLE PITCH)
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a top-rope or single pitch lead climbing activity on a natural surface, in routine or non-routine situations. The learner should be able to establish anchors using any combination of fixed, natural and/or artificial protection.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching climbing skills on natural surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre - activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach climbing skills on natural surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional climbing session on natural surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional climbing session on natural surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required

	4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for a climbing session on natural surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a climbing activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to climbing and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in climbing on natural surfaces 6.3 Identify minimal impact practices appropriate to climbing on natural surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in climbing on natural surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a climbing activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to climbing on natural surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to climbing on natural surfaces 7.4 Demonstrate rescue techniques specific to climbing on natural surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach lead climbing skills (for natural surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further climbing knowledge (for natural surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in climbing on natural surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the climbing instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • climbing equipment ○ ropes ○ belay devices ○ harnesses ○ climbing shoes ○ chalk bag and chalk • leading equipment ○ quick draws ○ slings ○ bolt plates ○ wires ○ hexes ○ cams ○ spring loaded camming devices • safety equipment, eg, helmet, first aid kit • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops
Hazards	[all categories] • may include ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ high winds (if applicable) ○ loose rocks, debris ○ loose gear ○ moving ropes running over stationary ropes, tape or webbing ○ obstructions or distractions to belayer
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities

	• feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids ○ suitable climbing sites for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ "part" to "whole" ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a climbing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing single pitch lead climbing skills on natural surfaces • Assessment must confirm the ability to apply this knowledge and appropriate technique to ○ apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements ○ demonstrate climbing techniques or skills accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs ○ provide constructive feedback which enhances the client's learning ○ provide instruction in required knowledge and skills for climbing on natural surfaces ○ apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSZ404A Train small groups ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is ▪ SROCLN004A Apply lead climbing skills on natural surfaces ▪ SROVTR001A Perform vertical rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABN008A Instruct abseiling on natural surfaces (single pitch)
Required knowledge and skills	• Required knowledge ○ Of activity location and its suitability for the conduct of the instructional session ○ Industry guidelines, codes of practice, recommended staff/client ratios ○ Relevant legislation impacting upon the instruction or conduct of climbing (eg, occupational health and safety (OHS), land and water management authorities, local government) ○ Theories of instruction applicable to a range of ages and learning abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of climbing

	skills on natural surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing climbing on natural surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Climbing skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations for the conduct of climbing instructional sessions ○ climbing equipment ▪ ropes ▪ belay devices ▪ harnesses ▪ climbing shoes ▪ chalk bag and chalk ○ leading equipment ▪ quick draws ▪ slings ▪ bolt plates ▪ wires ▪ hexes ▪ cams ▪ spring loaded camming devices ○ safety equipment, eg, helmet, first aid kit ○ rescue equipment ▪ knife ▪ rescue pulley ▪ spare Prusik loops ○ suitable personal clothing ○ first aid kit ○ instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCLN012A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>

Consistency in performance	Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing single pitch lead climbing skills on natural surfaces
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of an instructional session for single pitch lead climbing skills with a range of clients (not peers), on natural surfaces - The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those they may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills (eg, clock face) • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCLN012A	INSTRUCT LEAD CLIMBING ON NATURAL SURFACES (MULTI PITCH)
CLN	Climbing (Natural surface)

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a multi pitch lead climbing activity on natural surfaces.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching climbing skills on natural surfaces	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre - activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach climbing skills on natural surfaces	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional climbing session on natural surfaces	3.1 Communicate the aim of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional climbing session on natural surfaces	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required 4.6 Assess risks associated with the conduct of instructional activities constantly

	and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non - routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for a climbing session on natural surfaces	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a climbing activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to climbing and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in climbing on natural surfaces 6.3 Identify minimal impact practices appropriate to climbing on natural surfaces, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in climbing on natural surfaces, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a climbing activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to climbing on natural surfaces, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to climbing on natural surfaces 7.4 Demonstrate rescue techniques specific to climbing on natural surfaces, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach climbing skills (for natural surfaces)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further climbing knowledge (for natural surfaces)	9.1 Inform clients of locations, suitable to their skill level, for participating in climbing on natural surfaces 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the climbing instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • climbing equipment ○ ropes ○ belay devices ○ harnesses ○ climbing shoes ○ chalk bag and chalk • leading equipment ○ quick draws ○ slings ○ bolt plates ○ wires ○ hexes ○ cams ○ spring loaded camming devices • safety equipment ○ helmet ○ first aid kit ○ cordelette • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops
Hazards	[all categories] • may include ○ abrasion points ○ sharp edges ○ tangled rope ○ loose clothing and hair ○ jewellery ○ phobias ○ high winds (if applicable) ○ loose rocks, debris ○ loose gear ○ moving ropes running over stationary ropes, tape or webbing ○ obstructions or distractions to belayer
Other related factors	[all categories] • location • equipment • planning process • group management

	• sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids ○ suitable climbing sites for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex ○ "part" to "whole" ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a climbing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace - Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing climbing skills on natural surfaces - Assessment must confirm the ability to apply this knowledge and appropriate technique to - apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements - demonstrate climbing techniques or skills accurately - establish a positive learning environment - recognise different client abilities and teach to suit individual needs - provide constructive feedback which enhances the client's learning - provide instruction in required knowledge and skills for climbing on natural surfaces - apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSZ404A Train small groups - The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is - SROCLN005A Apply multi pitch lead climbing skills on natural surfaces - SROCLN006A Establish belays for multi pitch climbing on natural surfaces - SROVTR002A Perform complex vertical rescues - SROCLN011A Instruct lead climbing on natural surfaces (single pitch) - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROABN010A Instruct abseiling on natural surfaces (multi pitch)
Required knowledge and skills	- Required knowledge - Of activity location and its suitability for the conduct of the instructional session - Industry guidelines, codes of practice, recommended staff/client ratios - Relevant legislation impacting upon the instruction or conduct of climbing (eg, occupational health and safety(OHS), land and water management authorities, local government) - Theories of instruction applicable to a range of ages and learning

	- abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of climbing skills on natural surfaces • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing climbing on natural surfaces ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Climbing skills to demonstrate and correct technique ○ Observation and interpretation skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations for the conduct of climbing instructional sessions ○ climbing equipment ▪ ropes ▪ belay devices ▪ harnesses ▪ climbing shoes ▪ chalk bag and chalk ○ leading equipment ▪ quick draws ▪ slings ▪ bolt plates ▪ wires ▪ hexes ▪ cams ▪ spring loaded camming devices ○ safety equipment ▪ helmet ▪ first aid kit ▪ cordelette ○ rescue equipment ▪ knife ▪ rescue pulley ▪ spare Prusik loops ○ suitable personal clothing ○ first aid kit ○ instructional tools ▪ video ▪ television ▪ whiteboard ▪ handouts ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROCLN012A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

	○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing climbing skills on natural surfaces
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an climbing activity with a range of clients (not peers), on natural surfaces • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those they may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills (eg, clock face) • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

CANOEING

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SROCNE001A	DEMONSTRATE SIMPLE CANOEING SKILLS
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to undertake a canoeing activity under supervision and to develop the ability to control and manoeuvre a canoe in controlled conditions on flat and undemanding water.

ELEMENT	PERFORMANCE CRITERIA
1 Select equipment	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the participant and canoe 1.3 Assess canoe for safety and suitability for the activity 1.4 Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner
2 Plan for the activity	2.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 2.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 2.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 2.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
3 Embark and disembark the canoe	3.1 Enter and exit the canoe whilst maintaining stability and in an efficient manner
4 Manoeuvre the canoe in controlled conditions	4.1 Direct the canoe in a controlled manner 4.2 Demonstrate efficiency of strokes whilst directing the canoe
5 Apply capsize procedures	5.1 Exit the canoe in a controlled manner following capsize 5.2 Recover paddles and other equipment 5.3 Manoeuvre the upturned canoe to shore or to rescue craft 5.4 Empty water from the canoe at the shore or with assistance from rescuers 5.5 Re-enter or bring the canoe ashore 5.6 Demonstrate deep water re-entry techniques
6 Secure canoe	6.1 Demonstrate suitable methods to secure the canoe to the bank/ shore 6.2 Secure the canoe, where appropriate, for road transport using suitable methods and knots

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Contextual issues	[all categories] - time of day - season - weather - type of craft - length of trip - transport - personal requirements - safety requirements - water level
Controlled conditions	[all categories] - sheltered calm waters - minimal wind - ease of access to shore - minimal flow of water
Craft	[one category] closed and open canoes (C1 or C2)
Direct	[all categories] - means to - move the canoe forward - backwards - sideways - turn - stop - support - come alongside other craft or the shore
Embark and disembark	[all categories] - may occur from - a bank - a jetty
Equipment	[all categories] Personal Flotation Device (PFD)

	• paddle • spraydeck/spray skirt • wet suit • footwear • hat • appropriate clothing
Knots	[two categories] • truckies hitch • clove hitch • bowline • fisherman's knot
Methods	[all categories] • use of painter lines (where appropriate) and knots • pulling craft onto bank/shore
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners or facility managers ○ documented operating procedures and company/enterprise policies
Strokes	[all categories] • forward and reverse paddle • forward and reverse sweeps • draw strokes • low support strokes • stern rudder

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient basic knowledge of correct use of canoeing equipment and an understanding of the basic concepts of each stroke and its use, within the range applicable to canoeing in the workplace - Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to control, manoeuvre and direct a canoe in controlled conditions using the applicable range of strokes. (The manoeuvres, direction and strokes are as specified in the variables). The standard of technical correctness required is not high; however - Strokes must be demonstrated at a basic level according to the following criteria - correct hand placement on paddle - sufficient wrist movement to enable correct blade placement - adequate paddle depth in water to achieve effective stroke - correct paddle blade angle throughout stroke - correct paddle entry and exit points with respect to craft and body position Note : When using C2 canoes the ability to paddle and perform correct strokes in the front and back of the craft must be demonstrated
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROOPS001B Implement minimal environmental impact practices - SROODR001A Apply basic outdoor recreation logistics - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SRONAV001B Navigate in tracked or easy untracked areas
Required knowledge and skills	- Required knowledge - Appropriate clothing for conditions, sun awareness, safety aspects of equipment and craft - Purpose and importance of a Personal Flotation Device (PFD) - Construction features of craft and equipment, eg, different paddle types, Personal Flotation Device type 1, 2, 3 - Purpose and importance of safety features of craft - Rescue procedures appropriate for the craft and location - Required skills - Ability to swim 50 metres whilst clothed and wearing a Personal Flotation Device type 2 approved to relevant Australian and/or International Standards - Ability to maintain craft stability in the water
Resource implications	Physical resources - assessment of this unit of competency requires access to

	○ a suitable body of water in controlled conditions ○ canoe ○ paddle ○ personal Flotation Device (PFD) ○ food and water requirements ○ personal clothing • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in the unit SROCNE002A ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as strokes, direction and equipment, this unit of competency must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to controlling and manoeuvring a canoe in controlled conditions
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a canoeing activity in controlled conditions • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding activity location and equipment availability • Communicating ideas and information - Checking that a capsized paddler is in no danger • Planning and organising activities - Planning sufficient food and water for activity • Working with teams and others - Canoeing in groups for safety • Using mathematical ideas and techniques - Using concept of vertical paddle to move canoe sideways • Solving problems - Demonstrating paddling in a straight line • Using technology - Using a paddle to control canoe Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE002A	DEMONSTRATE SIMPLE CANOEING SKILLS TO A HIGH STANDARD
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to paddle a canoe in controlled conditions to a high standard of technical correctness on flat and undemanding water.

ELEMENT	PERFORMANCE CRITERIA
1 Select equipment	1.1 Select equipment after consideration of contextual issues and equipment is checked to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the paddler and canoe 1.3 Assess canoe for safety and suitability for the activity 1.4 Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner
2 Plan for the activity	2.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 2.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 2.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 2.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
3 Embark and disembark the canoe	3.1 Enter and exit canoe whilst maintaining stability and in an efficient manner
4 Apply navigation skills	4.1 Demonstrate navigation skills to determine location and follow planned route/course during the activity
5 Manoeuvre the canoe in controlled conditions	5.1 Direct the canoe in a controlled manner 5.2 Demonstrate efficiency of strokes whilst directing the canoe
6 Apply capsize procedures	6.1 Exit the canoe in a controlled manner following capsize 6.2 Recover paddles and other equipment 6.3 Manoeuvre the upturned canoe to shore or to rescue craft 6.4 Empty water from the canoe at the shore or with assistance from rescuers 6.5 Re-enter the canoe or bring ashore 6.6 Demonstrate deep water re-entry techniques
7 Secure canoe	7.1 Demonstrate suitable methods of securing the canoe to the bank/shore 7.2 Secure, where appropriate, the canoe for road transport using suitable methods and knots

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Contextual issues	[all categories] - time of day - weather - season - type of craft - transport - length of trip - personal requirements - safety requirements - water level
Controlled conditions	[all categories] - sheltered and calm waters - minimal to light wind - ease of access to shore - minimal flow of water
Craft	[one category] closed and open canoes (C1 or C2)
Direct	[all categories] - means to - move the craft forward - backwards - sideways - turn - stop - support - come alongside other craft or the shore
Embark and disembark	[all categories] - may occur - from a bank - from a jetty
Equipment	[all categories] Personal Flotation Device (PFD)

	• paddle • spray deck/spray skirt (if applicable) • wet suit • footwear • hat • clothing
Knots	[two categories] • truckies hitch • clove hitch • bowline • fisherman's knot
Methods	[all categories] • use of painter lines (where appropriate) and knots • pulling craft onto bank/shore
Statutory and organisational procedures	[all categories] • includes ○ permits from land management authorities ○ authority/permission from landowners or facility managers ○ documented operating procedures and company/enterprise policies
Strokes	[all categories] • forward and reverse paddle • forward and reverse sweeps • draw strokes • bow draw strokes • low support strokes • stern rudder • J strokes • pry strokes

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of correct selection and use of canoeing equipment and an understanding of the concepts of each stroke and its use • Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to paddle the canoe in controlled conditions, demonstrating technically correct use of the strokes within the range applicable to the canoe paddled and a high standard of paddling ability • In particular, assessment must confirm the ability to maintain control of the canoe at all times when performing all the manoeuvres and strokes, as specified in the variables, that are applicable to the canoe • Strokes must be performed according to the following criteria ○ correct hand placement on paddle ○ sufficient wrist movement to enable correct blade placement ○ adequate paddle depth in water to achieve effective stroke ○ correct paddle blade angle throughout stroke ○ correct paddle entry and exit points with respect to craft and body position ○ correct distance of paddle from body or craft for the particular stroke ○ use of correct muscle groups and body and arm movements for efficient paddling ○ use of trunk rotation ○ correct lean or edge of the craft ○ adequate strength of stroke to achieve desired effect ○ smooth transfer between different strokes Note : When using C2 canoes, the ability to paddle and perform correct strokes in the front and back of the craft must be demonstrated
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCNE001A Demonstrate simple canoeing skills ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCNE003A Perform deep water rescues ○ SRONAV001B Navigate in tracked or easy untracked areas
Required knowledge and skills	• Required knowledge ○ Appropriate clothing for conditions, sun awareness, safety aspects of equipment and craft ○ Purpose and importance of a Personal Flotation Device ○ Construction features of craft and equipment, eg, different paddle types, Personal Flotation Device type 1, 2, 3 ○ Purpose and importance of safety features of craft ○ Rescue procedures appropriate for the craft and location

	- Required skills - Ability to swim 50 metres whilst clothed and wearing a Personal Flotation Device type 2 to relevant Australian and/or International Standards - Ability to maintain craft stability in the water
Resource implications	- Physical resources - assessment of this unit of competency requires access - to a body of water with controlled conditions - canoe - paddle - personal Flotation Device (PFD) - personal clothing - food and water requirements - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCNE004A) - be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as equipment, the high level of technical correctness required in the strokes and contextual issues, this unit of competency must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to paddling a canoe in controlled conditions to a high standard of technical correctness
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of a canoeing activity on suitable flat and undemanding water - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information regarding activity location and equipment availability • Communicating ideas and information - Checking that a capsized paddler is in no danger • Planning and organising activities - Planning sufficient food and water for activity • Working with teams and others - Canoeing in groups for safety • Using mathematical ideas and techniques - Using concept of vertical paddle to move canoe sideways • Solving problems - Demonstrating paddling in a straight line • Using technology - Using a paddle to control canoe Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE003A	PERFORM DEEP WATER RESCUES
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to determine and perform the most appropriate deep water rescue for the situation and circumstances applicable to canoeing, kayaking and sea kayaking.

ELEMENT	PERFORMANCE CRITERIA
1 Assess the situation	1.1 Identify hazards to self, other members of the group and capsized person(s) and craft 1.2 Assess the equipment and human resources available to perform a rescue 1.3 Develop an action plan based on the evaluation of situational variances
2 Demonstrate rescue procedures	2.1 Deliver clear, concise directions to the capsized person(s) and any others assisting in the rescue 2.2 Manoeuvre rescue craft into a suitable position 2.3 Perform a rescue suitable to the situation and conditions in a safe manner without further capsizes occurring

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • other craft • paddles • rope • rescue Personal Flotation Device • towlines
Hazards	[all categories relevant to location] • overhanging branches • rocks • manmade objects • other craft • river hazards • breaking waves
Rescue	[all categories] • "X" rescue • Swimmer Assisted Rescue (variation of the "X") • "Wedge Rescue" • flip and pump (sea kayaking) • bow or paddle rescues • deck carries • tows
Situational variances	[all categories relevant to location of activity] • paddling abilities of the group • wind • current • tide • swell • water and air temperature • number of potential rescuers • number of potential rescuees

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of different rescue techniques appropriate to a particular craft and circumstance/situation in the workplace - Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statement applicable to the type of craft paddled - In particular, assessment must confirm the ability to - apply knowledge of rescue techniques to different contexts and rescuee abilities - coordinate and conduct the complete range of rescues applicable to a particular craft and circumstance/situation, with and without assistance - conduct rescues (including tows and deck carries where applicable) and demonstrate a suitable method to assist the rescuee back into their craft
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCNE001A Demonstrate simple canoeing skills, OR - SROKYK001A Demonstrate simple kayaking skills, OR - SROKYS001A Demonstrate simple sea kayaking skills - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROCNE002A Perform canoeing skills to a high standard of technical correctness, OR - SROKYK002A Perform kayaking skills to a high standard of technical correctness, OR - SROKYS002A Perform sea kayaking skills to a high standard of technical correctness
Required knowledge and skills	- Required knowledge - Rescue procedures - Rescue equipment - Effect of wind, current and/or tides - Required skills - Paddling skills
Resource implications	- Physical resources - assessment of this unit of competency requires access to - suitable locations with deep water - craft - paddle(s) - personal Flotation Device (PFD) - personal protective clothing appropriate to location and conditions - rescue equipment - rescuees - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team)

	must ○ be competent in this unit ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as equipment, hazards, types of rescues and situational variances, this unit of competency must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to performing deep water rescues effectively
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor kayaking, canoeing or sea kayaking activity with a range of real clients and must be demonstrated in realistic scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	3	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Assessing capsized situation and determining method of rescue • Communicating ideas and information - Instructing paddlers on where to position themselves during rescue • Planning and organising activities - Determining an appropriate method of rescue and organising assistance • Working with teams and others - Obtaining assistance from other boaters • Using mathematical ideas and techniques - Counting boats and paddlers after rescue to account for everyone • Solving problems - Demonstrating a rescue on an extremely heavy boat • Using technology - Using paddles/and or boat to empty a water-logged boat Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE004A	APPLY INLAND CANOEING SKILLS ON GRADE 2 WATER
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.
This unit covers the knowledge and skills required to control a canoe on Grade 2 water.

ELEMENT	PERFORMANCE CRITERIA
1 Select and use white water canoeing equipment	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working order 1.2 Fit and adjust personal equipment and ensure suitability to the paddler and the canoe 1.3 Assess canoe for safety and suitability for the activity 1.4 Select safety and rescue equipment appropriate to the activity location 1.5 Waterproof and pack equipment that is not required on hand and stow
2 Plan for the activity	2.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 2.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 2.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 2.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
3 Embark and disembark	3.1 Enter and exit canoe whilst maintaining stability and in an efficient manner
4 Control the canoe in moving water	4.1 Demonstrate technique and a combination of strokes to break into and out of the current 4.2 Demonstrate the ability to cross a current with the craft facing upstream and downstream using forward and reverse ferry glides 4.3 Negotiate or avoid hazards using a combination of strokes and techniques 4.4 Support the craft using the paddle to prevent capsize when necessary 4.5 Apply knowledge of suitable hydrological features , where possible, to assist control or movement of the canoe
5 Plan and run a route through a rapid	5.1 Scout a rapid to identify hazards, hydrological features and impediments and to select best route through 5.2 Assess hydrological features and evaluate options 5.3 Select and navigate a preferred route using a combination of efficient technique and strokes 5.4 Maintain appropriate communication with other paddlers
6 Apply navigation skills	6.1 Demonstrate navigation skills to determine location and follow planned route/course during the activity 6.2 Demonstrate the planning of contingency exit points for group evacuation or to summon assistance should it be required
7 Apply capsize procedures	7.1 Exit the canoe in a controlled manner following capsize 7.2 Maintain the appropriate body position in the water to minimise injury and entrapment 7.3 Manoeuvre the upturned canoe to shore or to rescue craft

	7.4 Empty water from the canoe on the shore or with assistance from rescuers 7.5 Re-enter the canoe in an eddy or bring ashore
8 Roll a canoe in Grade 2 water (where the craft paddled is capable of being rolled eg, decked canoe)	8.1 Describe the rolling techniques appropriate for Grade 2 water 8.2 Maintain calm whilst upside down in canoe on Grade 2 water 8.3 Perform a roll confidently and reliably on Grade 2 water 8.4 Regain paddling position promptly, on completion of roll, to regain readiness

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	[all categories] • verbal • whistles • paddle signals • hand or arm signals • International River Signals
Contextual issues	[all categories] • season • weather • type of craft • length of trip • transport • paddling ability • river water level • size of group • likely escape/evacuation route
Embark and disembark	[all categories] • may occur ○ in eddies ○ in moving water ○ from a bank ○ ledge
Equipment	[all categories] • canoe • paddles • helmets • Personal Flotation Device (PFD) • sprayskirt • food and water • clothing • navigation equipment • wetsuits (if applicable) • footwear • safety and rescue equipment
Hazards	[all categories]

	• tree branches • rocks • drops • stoppers • strainers • wire fences • manmade objects • other craft • wrap rocks • sieves • undercuts
Hydrological features	[all categories] • rapids • pools • eddies • eddy lines • holes • stoppers • tongue • channel • boils • waves • currents
Moving water	• Grade 2 water
Personal equipment	[all categories] • clothing or wetsuits • footwear • helmets • Personal Flotation Device (PFD) • sprayskirts
Safety and rescue equipment	[all categories] • repair kits • first aid kits • ropes • karabiners • tape slings • Prusik loops • pulleys • throwbags • knife • whistle • spare paddle
Statutory and	[all categories]

organisational procedures	• includes ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Strokes	[all categories] • forward and reverse strokes • sweeps • draw strokes • high and low support strokes • J stroke • pry stroke • bow draw
Technique	[all categories] • edging of craft • use of body weight • use of paddle • use of river features

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of hydrology and hydrological features to interpret hazards and determine preferred routes through rapids in the workplace • Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements applicable to the type of canoe paddled • Assessment must confirm the ability to apply knowledge of hydrology to manoeuvre the canoe within the confines of Grade 2 rapids, showing the ability to consistently negotiate rapids demonstrating adequate control, i.e., not flipping, going side-on, etc • In particular, assessment must confirm the ability to perform strokes effectively and efficiently on Grade 2 water according to the following criteria and standards : ○ correct lean or edge of the canoe to maintain stability ○ adequate strength of stroke to achieve desired effect ○ smooth transfer between different strokes, eg, from forward sweep to bow draw ○ breaking in and out : Correct reading and use of eddy line, edging the craft, using body position and weight ; suitable combination of strokes ○ forward ferry glide : Combination of equal and regular forward strokes, with correct lean and appropriate judgement and control of boat angle and speed ○ reverse ferry glide : Combination of equal and regular reverse strokes with correct lean and appropriate judgement and control of boat angle and speed ○ support strokes (braces): Effective use on both sides ; ability to recover from a position where the armpit is in the water (Note: A high brace which exposes the shoulder to injury should not be used) Note : When using C2 canoes, the ability to paddle and perform correct strokes in the front and back of the craft must be demonstrated
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCNE002A Perform simple canoeing skills to a high standard of technical correctness ○ SROCNE003A Perform deep water rescues • This unit must be assessed in conjunction with the following unit(s) ○ SROWWR001B Apply self rescue skills in white water • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROWWR002B Perform white water rescues and recoveries
Required knowledge and skills	• Required knowledge ○ Different types of white water craft, their features, advantages and disadvantages ○ Waterproofing techniques and equipment ○ Types of helmet and Personal Flotation Device (PFD) used on white water ○ Selection and use of equipment for trips on moving water

	○ Hydrology ○ International river grading system and descriptions ○ Communication systems and signals used on rivers ○ "Swimming" procedures in moving water ○ Hazards encountered on moving water ○ Rescue procedures on moving water ○ Field repairs and maintenance ○ Safety equipment ○ First aid situations in aquatic activities and on moving water ○ Navigation applicable to inland river trips ○ International River Signals • Required skills ○ Simple paddling skills to a high standard of technical correctness ○ Stowing and waterproofing gear ○ International River Signals ○ River rescue skills
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ suitable inland rivers with grade 2 rapids ○ canoe ○ paddles ○ helmet ○ personal Flotation Device (PFD) ○ rescue equipment ○ food and water requirements ○ navigation equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCNE005A) ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as of techniques, strokes, hazards and features, this unit of competency must be assessed over a minimum of three (3) different occasions in order to ensure consistency of performance over the Range Statements and contexts on a number of different rivers and/or on different parts of a river and/or at different water levels and flow rates in order to ensure consistency of performance over the Range Statements and contexts applicable
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a white water canoeing activity on suitable Grade 2 water • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required

	knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Obtaining information on river trip including river level and weather • Communicating ideas and information - Describing the "line" down a rapid to other boaters • Planning and organising activities - Planning transport to and from access points of river • Working with teams and others - Providing land based safety cover whilst a rapid is negotiated by other paddlers • Using mathematical ideas and techniques - Applying River Grading System to rapids/section • Solving problems - Rescuing a paddler and boat in a rapid • Using technology - Using throwbags as a means of rescuing Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE005A	APPLY INLAND CANOEING SKILLS ON GRADE 3 WATER
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.
This unit covers the knowledge and skills required to control a canoe on Grade 3 water and above.

ELEMENT	PERFORMANCE CRITERIA
1 Select and use white water canoeing equipment	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working order 1.2 Fit and adjust personal equipment and ensure suitability to the paddler and the canoe 1.3 Assess the canoe for safety and suitability for the activity 1.4 Select safety and rescue equipment appropriate to the activity location are selected 1.5 Waterproof and pack equipment that is not required on hand and stow
2 Plan for the activity	2.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 2.2 Select personal clothing for activity and identify the design/construction features that make it appropriate 2.3 Identify an appropriate activity site/location after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 2.4 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Embark and disembark	2.1 Enter and exit the canoe whilst maintaining stability and in an efficient manner
3 Control the canoe in moving water	3.1 Demonstrate technique and a combination of strokes to break into and out of the current 3.2 Demonstrate the ability to cross a current with the canoe facing upstream and downstream using forward and reverse ferry glides 3.3 Negotiate or avoid hazards are negotiated or avoided using a combination of strokes and techniques 3.4 Support the canoe using the paddle to prevent capsize when necessary 3.5 Apply knowledge of suitable hydrological features , where possible, to assist control or movement of the canoe
4 Plan and run a route through a rapid	4.1 Scout a rapid to identify hazards, hydrological features and impediments and to select best route through 4.2 Assess hydrological features and evaluate options 4.3 Select and navigate a preferred route using a combination of efficient technique and strokes 4.4 Maintain appropriate communication with other paddlers
6 Apply navigation skills	6.1 Demonstrate navigation skills to determine location and follow planned route/course during the activity 6.2 Demonstrate the planning of contingency exit points for group evacuation or to summon assistance should it be required
7 Apply capsize	7.1 Perform, wherever possible, a roll in the event of a capsize

procedures	7.2 Exit the canoe when rolling is unsuccessful/not possible in a controlled manner following capsize 7.3 Maintain appropriate body position in the water to minimise injury and entrapment 7.4 Manoeuvre the upturned canoe to shore or to rescue craft 7.5 Empty water from the canoe on the shore or with assistance from rescuers 7.6 Re-enter the canoe in an eddy or bring ashore
8 Roll a canoe in Grade 3 water (where the craft paddled is capable of being rolled eg, decked canoe)	8.1 Demonstrate a roll in Grade 3 water

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	[all categories] • verbal • whistles • paddle signals • hand or arm signals • International River Signals
Contextual issues	[all categories] • season • weather • type of craft • length of trip • paddling ability • river water level • size of group • likely escape/evacuation route
Embark and disembark	[all categories] • may occur ○ in eddies ○ in moving water ○ from a bank ○ ledge
Equipment	[all categories] • canoe (C1 or C2) • paddles • helmets • Personal Flotation Device (PFD) • sprayskirt • food and water • clothing • wetsuits • navigational equipment • footwear • safety and rescue equipment
Hazards	[all categories]

	• tree branches • rocks • drops • stoppers • strainers • wire fences • manmade objects • other craft • wrap rocks • sieves • undercuts
Hydrological features	[all categories] • rapids • pools • eddies • eddy lines • current • holes • stoppers • boils • waves
Moving water	• Grade 3 - 4 water
Personal equipment	[all categories] • clothing or wetsuits • footwear • helmets • Personal Flotation Device (PFD) • sprayskirts
Safety and rescue equipment	[all categories] • repair kits • first aid kits • ropes • karabiners • Prusik loops • pulleys • tape slings • throwbags • knife • whistle • spare paddle
Statutory and organisational procedures	[all categories] • includes

	○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Strokes	[all categories] • forward and reverse strokes • sweeps • draw strokes • low and high support strokes
Technique	[all categories] • edging of craft • use of body weight • use of paddle

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of hydrology and hydrological features to interpret hazards and determine preferred routes through rapids in the workplace - Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply knowledge of hydrology to manoeuvre the canoe within the confines of Grade 3 rapids, showing the ability to consistently negotiate rapids demonstrating adequate control, i.e., not flipping, going side-on, etc - In particular, assessment must confirm the ability to perform strokes effectively and efficiently on Grade 3 water according to the following criteria and standards - Correct lean or edge of the canoe to maintain stability - Adequate strength of stroke to achieve desired effect - Smooth transfer between different strokes, eg, from forward sweep to bow draw - Breaking in and out: Correct reading and use of eddy line, edging the craft, using body position and weight; suitable combination of strokes - Forward ferry glide: Combination of equal and regular forward strokes, with correct lean and appropriate judgement and control of boat angle and speed - Reverse ferry glide: Combination of equal and regular reverse strokes with correct lean and appropriate judgement and control of boat angle and speed - Support strokes (braces): Effective use on both sides; ability to recover from a position where the armpit is in the water (Note: A high brace which exposes the shoulder to injury should not be used) Note : When using C2 canoes, the ability to paddle and perform correct strokes in the front and back of the craft must be demonstrated
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCNE004A Apply complex inland canoeing skills on Grade 2 water - SROWWR002B Perform white water rescues and recoveries - SROODR003A Plan outdoor recreation activities (advanced) - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROWWR003B Perform a comprehensive range of white water rescues and recoveries
Required knowledge and skills	- Required knowledge - Characteristics of craft to enhance paddling on Grade 3 water - Selection and use of equipment for trips on Grade 3 water - Factors affecting hydrological features and river grading - Communication systems and signals used on rivers

	○ Rescue procedures on Grade 3 water ○ International River Signals ○ International River Grading System • Required skills ○ Complex paddling skills to a high standard of technical correctness ○ White water rescue skills ○ Ability to perform effective roll on Grade 3 water ○ Stowing and waterproofing gear ○ International River Signals
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ suitable inland rivers with Grade 3 rapids ○ canoe ○ paddle ○ helmet ○ personal Flotation Device (PFD) ○ food and water requirements ○ navigation equipment ○ safety equipment ○ rescue equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as stokes, techniques, hazards and contextual issues, this unit of competency must be assessed over a minimum of three (3) different occasions on a number of different rivers and/or on different parts of a river and/or at different water levels and flow rates in order to ensure consistency of performance over the Range Statements and contexts applicable
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a white water canoeing activity on suitable rivers with Grade 3 conditions • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Obtaining river levels, applying weather information • Communicating ideas and information - Describing the "line" down a rapid to other paddlers • Planning and organising activities - Planning emergency equipment to be carried • Working with teams and others - Assisting with rescues of paddler(s), boat and other equipment • Using mathematical ideas and techniques - Determining angles for "Ferry glides" • Solving problems - Dealing with a "pinned" boat in a rapid • Using technology - Using a throwbag to assist with rescues Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE006A	GUIDE CANOEING TRIPS ON FLAT AND UNDEMANDING WATER
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide or lead clients on day and/or overnight canoeing trips on flat and undemanding water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for the group	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the participant and canoe 1.3 Assess canoes for safety and suitability for the activity 1.4 Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner 1.5 Check safety and rescue equipment to ensure suitability to group and planned trip
2 Plan a paddling trip for clients	2.1 Assess skill level, experience and physical capabilities of each member of the group 2.2 Establish attainable group objectives 2.3 Select suitable location for trip to suit abilities and objectives of the group 2.4 Obtain and interpret weather information for local conditions of the trip 2.5 Obtain permits or permission for access where necessary 2.6 Ensure correct leader/client ratios are met 2.7 Prepare a checklist for personal equipment as trip leader 2.8 Determine food and drink requirements for group taking into account contextual issues 2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan
3 Brief clients	3.1 Communicate logistical details to clients 3.2 Brief group of standard safety procedures 3.3 Demonstrate correctly packing a canoe with gear appropriate to proposed trip 3.4 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring 3.5 Check clothing and sun protection methods, if required, to ensure suitability to location and conditions 3.6 Outline procedure following a capsize to group 3.7 Establish verbal and non-verbal communication system for use during trip and ensure that all clients understand system(s) 3.8 Establish boundaries for group during the activity
4 Maintain physical welfare of group	4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, paddling times and distances 4.2 Assess capabilities of group members on the day before commencing, if possible 4.3 Ensure all clients are properly equipped for the trip and conditions 4.4 Monitor individual client's performance and needs 4.5 Evaluate paddling pace and conditions 4.6 Monitor weather conditions 4.7 Evaluate implications of weather signs on trip plans

	4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored 4.9 Control the group to maintain a safe enjoyable atmosphere 4.10 Apply risk management plan
5 Establish effective communication	5.1 Communicate clearly objectives and nature of the trip to the group 5.2 Provide clear and concise direction and advice to group during the trip 5.3 Ensure that good communication exists between all group members by encouraging interaction 5.4 Encourage feedback and questioning from group members 5.5 Devolve decision making where appropriate 5.6 Recognise and resolve conflict situations 5.7 Provide positive encouragement and empathy
6 Lead a group of canoeists safely	6.1 Monitor appropriate spacing between canoes appropriate to conditions 6.2 Identify a variety of potential hazards 6.3 Decide how each hazard can be safely negotiated 6.4 Recognise situations where a hazard needs to be scouted 6.5 Identify the best lines through hazards taking into consideration the ability of the group and safety issues 6.6 Provide guidance of how to negotiate a hazard clearly and concisely to the group 6.7 Demonstrate clearly to the group how to negotiate the hazard 6.8 Manage the movement of the group to maintain the safest situation when negotiating the hazard 6.9 Respond accordingly to any emergency or non-routine situation
7 Select and maintain a temporary site using minimal impact practices	7.1 Select a suitable site with reference to minimal impact on the environment 7.2 Arrange shelter appropriate for prevailing weather conditions 7.3 Establish site to ensure comfort and safety of the group 7.4 Use minimal impact relevant to the local environment during use of the site 7.5 Explain relevant minimum impact practices to group and monitor their compliance 7.6 Return site to an equal or greater standard on your departure
8 Conduct activity in a professional manner	8.1 Avoid contentious issues in general conversation 8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words 8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
9 Complete post-trip responsibilities	9.1 Notify relevant authority of trip completion 9.2 Retrieve, inspect, repair and store (or retire) equipment according to procedures 9.3 Evaluate, including client feedback, all aspects of trip organisation and conduct 9.4 Suggest modifications if needed

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Canoe	[one category] • closed deck (double or single) • open deck (double or single)
Communication	[all categories] • verbal • whistles • hand signals • paddle signals
Contextual issues	[all categories] • time of day • season • weather • type of canoe • experience of clients • age of clients • physical health of clients • number of staff • transport • personal experience • length of trip • personal requirements • safety requirements
Equipment	[all categories] • Personal Flotation Device (PFD) • paddle • spray deck/spray skirt • wet suit • footwear • hat • appropriate clothing • rescue equipment
Hazard	[all categories relevant to location] • rocks • waves

	• manmade objects • other craft • trees
Safety and rescue equipment	[all categories] • spare paddle(s) • towline • repair kit • first aid kit • throwbag and/or ropes • knife • whistle

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a canoe trip with clients on a location not exceeding personal paddling abilities on trips that may require overnight arrangements in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding canoeing trips for clients on flat and undemanding water • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients ○ conduct canoeing programs at a number of different locations to suit ▪ different client needs ▪ different activity aims ▪ different types of client groups ▪ different activity duration ▪ different environmental conditions
Interdependent assessment of unit	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCNE002A Demonstrate simple canoeing skills to a high standard ○ SROCNE003A Perform deep water rescues ○ SRXRIK001A Undertake risk analysis of activities ○ SROODR005A Guide outdoor recreation sessions • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXGRO001A Facilitate a group ○ SRXGRO002A Deal with conflict
Required knowledge and skills	• Required knowledge ○ Factual information ▪ types ▪ characteristics ▪ equipment/technology, etc ○ Legislation, rules, codes of practice, quality standards, etc ○ Methods/procedures/techniques ▪ operational ▪ maintenance/repair ▪ safety ▪ recording ▪ reporting ▪ selling ▪ merchandising, etc ○ Safety ▪ hazards ▪ precautions ▪ hazard prevention/minimisation strategies

	▪ risk management strategies ▪ first aid ▪ medical emergency procedures, etc ○ Deepwater rescue knowledge ○ International river grading system ○ Communication systems on rivers and other water bodies ○ Hydrology ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips ○ International river signals ○ Location knowledge • Required skills ○ Personal paddling skills to a high level of technical correctness ○ Swimming ability in paddling gear ○ Use of rescue equipment ○ Stowing and waterproofing gear ○ Interpretation of international river signals ○ Navigation skills ○ Deepwater rescue skills ○ Group control ○ First aid skills appropriate to location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a body of water with flat and undemanding water suitable for the activity ○ personal clothing ○ organisation policy and procedures ○ canoes ○ paddles ○ Personal Flotation Device (PFD) ○ food and water ○ rescue equipment ○ safety equipment ○ navigation equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCNE008A) ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of

	performance over the Range Statements and contexts applicable to guiding a canoeing trip with clients on flat and undemanding water
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity whilst guiding canoeing trips with real clients on flat and undemanding bodies of water • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting trip information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning details of entry and exit point along with emergency contingencies • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using a tow system to rescue a capsized paddler Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE007A	INSTRUCT CANOEING SKILLS ON FLAT AND UNDEMANDING WATER
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a canoeing activity on flat and undemanding water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching canoeing skills on flat and undemanding water	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach canoeing skills on flat and undemanding water	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional canoeing session on flat and undemanding water	3.1 Communicate the aims of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional canoeing session on flat and undemanding water	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required

	4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures
5 Apply appropriate teaching techniques for a canoeing session on flat and undemanding water	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a flat water canoeing activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to canoeing and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in canoeing on flat and undemanding water 6.3 Identify minimal impact practices appropriate to canoeing on flat and undemanding water, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in canoeing on flat and undemanding water, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a flat water canoeing activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to canoeing on flat and undemanding water, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to canoeing on flat and undemanding water 7.4 Demonstrate rescue techniques specific to canoeing on flat and undemanding water, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach canoeing skills (for flat and undemanding water)	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further canoeing knowledge (for flat and undemanding water)	9.1 Inform clients of locations, suitable to their skill level, for participating in canoeing on flat and undemanding water 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the canoeing instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • canoe • paddle • Personal Flotation Device (PFD) • helmet (if applicable) • safety equipment (including First Aid kits) • repair equipment • canoeing specific equipment • rescue equipment
Hazards	[all categories] • may include ○ tree branches ○ rocks ○ wire fences ○ manmade objects ○ other craft ○ environmental conditions
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids ○ suitable body of flat and undemanding water for teaching of unit(s)
Sequence	[two categories] • may include ○ simple to complex

	○ "part" to "whole" ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a canoeing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing canoeing skills on flat and undemanding water • Assessment must confirm the ability to apply this knowledge and appropriate technique to ○ apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements ○ demonstrate canoeing techniques or skills accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs ○ provide constructive feedback which enhances the client's learning ○ provide instruction in required knowledge and skills for canoeing on flat and undemanding water ○ apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSZ404A Train small groups ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is ▪ SROCNE002A Demonstrate simple canoeing skills to a high standard ○ SROCNE003A Perform deep water rescues • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Of activity location and its suitability for the conduct of the instructional session ○ Industry guidelines, codes of practice, recommended staff/client ratios ○ Relevant legislation impacting upon the instruction or conduct of canoeing (eg, occupational health and safety, land and water management authorities, local government) ○ Theories of instruction applicable to a range of ages and learning abilities ○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of canoeing

	skills on flat and undemanding water • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing canoeing on flat and undemanding water ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Canoeing skills to demonstrate and correct technique
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations (indoor and/or outdoor) for the conduct of canoeing instructional sessions ○ canoeing equipment canoe, paddle, Personal Flotation Device (PFD), helmet, spraydeck, etc ○ suitable personal clothing ○ first aid kit ○ rescue equipment (throw bag, tow line) ○ instructional tools may include, video, television, whiteboard, handouts, etc ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCNE009A) ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing canoeing skills on flat and undemanding water
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a canoeing activity with a range of clients (not peers), on flat and undemanding water • The assessment context should include hazards (as identified in the Range of Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients

	or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills (eg, clock face) • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE008A	GUIDE CANOEING TRIPS ON GRADE 2 WATER
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide or lead clients on day and/or overnight canoeing trips on Grade 2 water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for the group	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the participant and canoe 1.3 Assess canoes for safety and suitability for the activity 1.4 Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner 1.5 Check safety and rescue equipment to ensure suitability to group and planned trip
2 Plan a paddling trip for clients	2.1 Assess skill level, experience and physical capabilities of each member of the group 2.2 Establish attainable group objectives 2.3 Select suitable location for trip to suit abilities and objectives of the group 2.4 Obtain and interpret weather information for local conditions of the trip 2.5 Obtain permits or permission for access where necessary 2.6 Ensure correct leader/client ratios are met 2.7 Prepare a checklist for personal equipment as trip leader 2.8 Determine food and drink requirements for group taking into account contextual issues 2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan
3 Brief clients	3.1 Communicate logistical details to clients 3.2 Brief group of standard safety procedures 3.3 Demonstrate correctly packing a canoe with gear appropriate to proposed trip 3.4 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring 3.5 Check clothing and sun protection methods, if required, to ensure suitability to location and conditions 3.6 Outline procedure following a capsize to group 3.7 Establish verbal and non-verbal communication system for use during trip and ensure that all clients understand system(s)
4 Maintain physical welfare of group	4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, paddling times and distances 4.2 Assess capabilities of group members on the day before commencing, if possible 4.3 Ensure all clients are properly equipped for the trip and conditions 4.4 Monitor individual client's performance and needs 4.5 Evaluate paddling pace and conditions 4.6 Monitor weather conditions 4.7 Evaluate implications of weather signs on trip plans 4.8 Implement appropriate modifications to trip in regard to all variable factors

	that are monitored 4.9 Control the group to maintain a safe enjoyable atmosphere 4.10 Apply risk management plan
5 Establish effective communication	5.1 Communicate clearly objectives and nature of the trip to the group 5.2 Provide clear and concise direction and advice to group during the trip 5.3 Ensure that good communication exists between all group members by encouraging interaction 5.4 Encourage feedback and questioning from group members 5.5 Devolve decision making where appropriate 5.6 Recognise and resolve conflict situations 5.7 Provide positive encouragement and empathy
6 Lead a group of canoeists safely	6.1 Monitor appropriate spacing between canoes appropriate to conditions 6.2 Identify a variety of potential hazards 6.3 Decide how each hazard can be safely negotiated 6.4 Recognise situations where a hazard needs to be scouted 6.5 Identify the best lines through hazards taking into consideration the ability of the group and safety issues 6.6 Provide guidance of how to negotiate a hazard clearly and concisely to the group 6.7 Demonstrate clearly to the group how to negotiate the hazard 6.8 Provide safety "cover" whilst clients negotiate hazard 6.8 Manage the movement of the group to maintain the safest situation when negotiating the hazard 6.9 Respond accordingly to any emergency or non-routine situation
7 Select and maintain a temporary site using minimal impact practices	7.1 Select a suitable site with reference to minimal impact on the environment 7.2 Arrange shelter appropriate for prevailing weather conditions 7.3 Establish site to ensure comfort and safety of the group 7.4 Use minimal impact relevant to the local environment during use of the site 7.5 Explain relevant minimum impact practices to group and monitor their compliance 7.6 Return site to an equal or greater standard on your departure
8 Conduct activity in a professional manner	8.1 Avoid contentious issues in general conversation 8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words 8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
9 Complete post-trip responsibilities	9.1 Notify relevant authority of trip completion 9.2 Retrieve, inspect, repair and store (or retire) equipment according to procedures 9.3 Evaluate, including client feedback, all aspects of trip organisation and conduct 9.4 Suggest modifications if needed

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Canoe	[one category] • closed deck (double or single) • open deck (double or single)
Communication	[all categories] • verbal • whistles • hand signals • paddle signals
Contextual issues	[all categories] • time of day • season • weather • type of canoe • experience of clients • age of clients • physical health of clients • number of staff • transport • personal experience • length of trip • personal requirements • safety requirements • river level
Equipment	[all categories] • Personal Flotation Device (PFD) • paddle • spray deck/spray skirt • wet suit • footwear • helmet • appropriate clothing • rescue equipment
Hazard	[all categories relevant to location] • rocks

	• waves • manmade objects • other craft • trees • waterfalls • weirs • stoppers • rapids • manmade objects • strainers • wire fences • undercuts • sieves • boils
Safety and rescue equipment	[all categories] • spare paddle(s) • towline • repair kit • first aid kit • throwbags and/or ropes • knife • whistle • karabiners • tape sling • paddle clamp • Prusik loops • pulleys

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of guiding a canoe trip with clients on a location not exceeding personal paddling abilities on trips that may require overnight arrangements in the workplace - Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding canoeing trips for clients on Grade 2 water - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients - conduct canoeing programs at a number of different locations to suit - different client needs - different activity aims - different types of client groups - different activity duration - different environmental conditions
Interdependent assessment of unit	- This unit must be assessed after attainment of competency in the following unit(s) - SROCNE004A Apply inland canoeing skills on Grade 2 water - SROWWR002B Perform white water rescues and recoveries - SRXRIK001A Undertake risk analysis of activities - SROODR005A Guide outdoor recreation sessions - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROOPS006B Use and maintain a temporary or overnight site
Required knowledge and skills	- Required knowledge - Factual information - types - characteristics - equipment/technology, etc - Legislation, rules, codes of practice, quality standards, etc - Methods/procedures/techniques - operational - maintenance/repair - safety - recording - reporting - selling - merchandising, etc - Safety - hazards - precautions - hazard prevention/minimisation strategies - risk management strategies - first aid

	▪ medical emergency procedures, etc ○ Deepwater rescue knowledge ○ International river grading system ○ Communication systems on rivers and other water bodies ○ Hydrology ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips ○ International river signals ○ Location knowledge • Required skills ○ Personal paddling skills to a high level of technical correctness ○ Ability to roll a canoe in Grade 2 water ○ Swimming ability in paddling gear ○ Use of rescue equipment ○ Stowing and waterproofing gear ○ Interpretation of international river signals ○ Navigation skills ○ Deepwater rescue skills ○ Group control ○ First aid skills appropriate to location ○ River reading skills
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a body of suitable Grade 2 water for the activity ○ overnight equipment ○ personal clothing ○ cooking system and utensils ○ organisation policy and procedures ○ canoes ○ paddles ○ Personal Flotation Device (PFD) ○ food and water ○ rescue equipment ○ safety equipment ○ navigation equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCNE010A) ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different

	occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a canoeing trip with clients on Grade 2 water
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding canoeing trips with real clients on bodies of Grade 2 water - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting trip information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning details of entry and exit point along with emergency contingencies • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using a tow system to rescue a capsized paddler Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE009A	INSTRUCT CANOEING SKILLS ON GRADE 2 WATER
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a canoeing activity on Grade 2 water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching canoeing skills on Grade 2 water	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach canoeing skills on Grade 2 water	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional canoeing session on Grade 2 water	3.1 Communicate the aims of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional canoeing session on Grade 2 water	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required

	4.6 Assess risks associated with the conduct of instructional activities constantly and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures 4.10 Demonstrate the teaching of at least two different types of rolling techniques
5 Apply appropriate teaching techniques for a canoeing session on Grade 2 water	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a white water canoeing activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to canoeing and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in canoeing on graded water 6.3 Identify minimal impact practices appropriate to canoeing on graded water, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in canoeing on graded water, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a white water canoeing activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to canoeing on graded water, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to canoeing on graded water 7.4 Demonstrate rescue techniques specific to canoeing on graded water, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach canoeing skills for Grade 2 water	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique

	8.6 Provide opportunities for additional practice, where required
9 Communicate further canoeing knowledge for Grade 2 water	9.1 Inform clients of locations, suitable to their skill level, for participating in canoeing on graded water 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the canoeing instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • canoe • paddle • Personal Flotation Device (PFD) • helmet • safety equipment (including First Aid kits) • repair equipment • canoeing specific equipment • rescue equipment
Hazards	[all categories] • may include ○ tree branches ○ rocks ○ drops ○ stoppers ○ strainers ○ wire fences ○ manmade objects ○ other craft ○ wrap rocks ○ sieves ○ undercuts
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids ○ suitable body of graded water for teaching of unit(s)

Sequence	[two categories] • may include ○ simple to complex ○ "part" to "whole" ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a canoeing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace - Assessment of performance should be over a minimum of four (4) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing canoeing skills on Grade 2 water - Assessment must confirm the ability to apply this knowledge and appropriate technique to - apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements - demonstrate canoeing techniques or skills accurately - establish a positive learning environment - recognise different client abilities and teach to suit individual needs - provide constructive feedback which enhances the client's learning - provide instruction in required knowledge and skills for canoeing on Grade 2 water - apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - BSZ404A Train small groups - The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is - SROCNE004A Apply inland canoeing skills on Grade 2 water - SROWWR002B Perform white water rescues and recoveries - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - Nil
Required knowledge and skills	- Required knowledge - Of activity location and its suitability for the conduct of the instructional session - Industry guidelines, codes of practice, recommended staff/client ratios - Relevant legislation impacting upon the instruction or conduct of canoeing, eg, occupational health and safety, land and water management authorities, local government - Theories of instruction applicable to a range of ages and learning abilities - Client abilities and needs, in order to adapt the instructional session - Safety procedures during the conduct or instruction of canoeing

	skills on graded water • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing canoeing on Grade 2 water ○ Ability to roll a canoe in Grade 2 water ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Canoeing skills to demonstrate and correct technique ○ River reading skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations (indoor and/or outdoor) for the conduct of canoeing instructional sessions ○ canoeing equipment, canoe, paddle, Personal Flotation Device (PFD), helmet, spray deck, etc ○ suitable personal clothing ○ first aid kit ○ rescue equipment, throw bag, tow line, pulleys, tape slings, Prusik loops, karabiners ○ instructional tools (may include, video, television, whiteboard, handouts, etc) ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e. SROCNE011A) ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of four (4) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing canoeing skills on Grade 2 water
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of instructing canoeing with a range of clients (not peers), on Grade 2 water • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

	Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills (eg, clock face) • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE010A	GUIDE CANOEING TRIPS ON GRADE 3 WATER
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to guide or lead clients on day and/or overnight canoeing trips on Grade 3 water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for the group	1.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the participant and canoe 1.3 Assess canoes for safety and suitability for the activity 1.4 Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner 1.5 Check safety and rescue equipment to ensure suitability to group and planned trip
2 Plan a paddling trip for clients	2.1 Assess skill level, experience and physical capabilities of each member of the group 2.2 Establish attainable group objectives 2.3 Select suitable location for trip to suit abilities and objectives of the group 2.4 Obtain and interpret weather information for local conditions of the trip 2.5 Obtain permits or permission for access where necessary 2.6 Ensure correct leader/client ratios are met 2.7 Prepare a checklist for personal equipment as trip leader 2.8 Determine food and drink requirements for group taking into account contextual issues 2.9 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan
3 Brief clients	3.1 Communicate logistical details to clients 3.2 Brief group of standard safety procedures 3.3 Demonstrate correctly packing a canoe with gear appropriate to proposed trip 3.4 Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring 3.5 Check clothing and sun protection methods, if required, to ensure suitability to location and conditions 3.6 Outline procedure following a capsize to group 3.7 Establish verbal and non-verbal communication system for use during trip and ensure that all clients understand system(s)
4 Maintain physical welfare of group	4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, paddling times and distances 4.2 Assess capabilities of group members on the day before commencing 4.3 Ensure all clients are properly equipped for the trip and conditions 4.4 Monitor individual client's performance and needs 4.5 Evaluate paddling pace and conditions 4.6 Monitor weather conditions 4.7 Evaluate implications of weather signs on trip plans 4.8 Implement appropriate modifications to trip in regard to all variable factors that are monitored

	4.9 Control the group to maintain a safe enjoyable atmosphere 4.10 Apply risk management plan
5 Establish effective communication	5.1 Communicate clearly objectives and nature of the trip to the group 5.2 Provide clear and concise direction and advice to group during the trip 5.3 Ensure that good communication exists between all group members by encouraging interaction 5.4 Encourage feedback and questioning from group members 5.5 Devolve decision making where appropriate 5.6 Recognise and resolve conflict situations 5.7 Provide positive encouragement and empathy
6 Lead a group of canoeists safely	6.1 Monitor appropriate spacing between canoes appropriate to conditions 6.2 Identify a variety of potential hazards 6.3 Decide how each hazard can be safely negotiated 6.4 Recognise situations where a hazard needs to be scouted 6.5 Identify the best lines through hazards taking into consideration the ability of the group and safety issues 6.6 Provide guidance of how to negotiate a hazard clearly and concisely to the group 6.7 Demonstrate clearly to the group how to negotiate the hazard 6.8 Provide safety "cover" whilst clients negotiate hazard 6.9 Manage the movement of the group to maintain the safest situation when negotiating the hazard 6.10 Respond accordingly to any emergency or non-routine situation
7 Select and maintain a temporary site using minimal impact practices	7.1 Select a suitable site with reference to minimal impact on the environment 7.2 Arrange shelter appropriate for prevailing weather conditions 7.3 Establish site to ensure comfort and safety of the group 7.4 Use minimal impact relevant to the local environment during use of the site 7.5 Explain relevant minimum impact practices to group and monitor their compliance 7.6 Return site to an equal or greater standard on your departure
8 Conduct activity in a professional manner	8.1 Avoid contentious issues in general conversation 8.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words 8.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals
9 Complete post-trip responsibilities	9.1 Notify relevant authority of trip completion 9.2 Retrieve, inspect, repair and store (or retire) equipment according to procedures 9.3 Evaluate, including client feedback, all aspects of trip organisation and conduct 9.4 Suggest modifications if needed

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Canoe	[one category] • closed deck (double or single) • open deck (double or single)
Communication	[all categories] • verbal • whistles • hand signals • paddle signals
Contextual issues	[all categories] • time of day • season • weather • type of canoe • experience of clients • age of clients • physical health of clients • number of staff • transport • personal experience • length of trip • personal requirements • safety requirements • river level
Equipment	[all categories] • Personal Flotation Device (PFD) • paddle • spray deck/spray skirt • wet suit • footwear • helmet • appropriate clothing • rescue equipment
Hazard	[all categories relevant to location] • rocks

	• waves • manmade objects • other craft • trees • waterfalls • weirs • stoppers • rapids • manmade objects • strainers • wire fences • undercuts • sieves • boils
Safety and rescue equipment	[all categories] • spare paddle(s) • towline • repair kit • first aid kit • throwbags and/or ropes • knife • whistle • karabiners • tape sling • paddle clamp • Prusik loops • pulleys

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of guiding a canoe trip with clients on a location not exceeding personal paddling abilities on trips that may require overnight arrangements in the workplace - Assessment of performance should be over a minimum of three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding canoeing trips for clients on Grade 3 water - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of factors affecting the conduct of a safe and enjoyable activity for clients - conduct canoeing programs at a number of different locations to suit - different client needs - different activity aims - different types of client groups - different activity duration - different environmental conditions
Interdependent assessment of unit	- This unit must be assessed after attainment of competency in the following unit(s) - SROCNE005A Apply inland canoeing skills on Grade 3 water - SROWWR003B Perform a comprehensive range of white water rescues and recoveries - SRXRIK001A Undertake risk analysis of activities - SROODR005A Guide outdoor recreation sessions - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROOPS006B Use and maintain an overnight or temporary site
Required knowledge and skills	- Required knowledge - Factual information - types - characteristics - equipment/technology, etc - Legislation, rules, codes of practice, quality standards, etc - Methods/procedures/techniques - operational - maintenance/repair - safety - recording - reporting - selling - merchandising, etc - Safety - hazards - precautions - hazard prevention/minimisation strategies - risk management strategies

	▪ first aid ▪ medical emergency procedures, etc ○ Deepwater rescue knowledge ○ International river grading system ○ Communication systems on rivers and other water bodies ○ Hydrology ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips ○ International river signals ○ Location knowledge • Required skills ○ Personal paddling skills to a high level of technical correctness ○ Swimming ability in paddling gear ○ Use of rescue equipment ○ Ability to roll a canoe in Grade 3 water ○ Stowing and waterproofing gear ○ Interpretation of international river signals ○ Navigation skills ○ Deepwater rescue skills ○ Group control ○ First aid skills appropriate to location ○ River reading skills
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a body of suitable Grade 3 water for the activity ○ personal clothing ○ organisation policy and procedures ○ canoes ○ paddles ○ Personal Flotation Device (PFD) ○ food and water ○ rescue equipment ○ safety equipment ○ navigation equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to

	guiding a canoeing trip with clients on Grade 3 water
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst guiding canoeing trips with real clients on bodies of Grade 3 water - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting trip information for the proposed activity • Communicating ideas and information - Briefing clients on procedures during activity • Planning and organising activities - Planning details of entry and exit point along with emergency contingencies • Working with teams and others - Working with client groups and other guides • Using mathematical ideas and techniques - Calculating amount of equipment required • Solving problems - Dealing with any injuries that may occur during the activity • Using technology - Using a tow system to rescue a capsized paddler Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCNE011A	INSTRUCT CANOEING SKILLS ON GRADE 3 WATER
CNE	Canoeing

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to instruct learners to achieve competencies in order to participate independently, or with minimal supervision, in a canoeing activity on Grade 3 water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching canoeing skills on Grade 3 water	1.1 Identify client needs and assess current competencies of group/individuals in order to determine the aims and objectives of the instructional session 1.2 Select a suitable site for the instructional session, based on an assessment of client needs, hazards , abilities and session aims 1.3 Plan appropriate instructional activities which will facilitate and enhance the learning process 1.4 Determine a suitable sequence of instruction 1.5 Access resources to conduct instructional activities, games and drills 1.6 Provide relevant pre-activity information to clients 1.7 Prepare contingency plans for instructional session to cope with inclement weather and other factors which may affect the ability to conduct the session 1.8 Conduct a risk assessment of the instructional activities and location and implement a risk management plan in accordance with the organisation's guidelines and operating procedures
2 Select appropriate resources required to teach canoeing skills on Grade 3 water	2.1 Select and access equipment and other resources suitable for the instructional objectives 2.2 Select, fit and adjust equipment (where appropriate) to suit the needs of individual clients 2.3 Check all equipment to ensure compliance with occupational health and safety legislation, manufacturer's recommendations and/or operating procedures, and to ensure that it is in good working order 2.4 Check contents of first aid and repair kits to ensure their suitability to the location and activity 2.5 Arrange, where required, protective and/or safety clothing for each client
3 Introduce an instructional canoeing session on Grade 3 water	3.1 Communicate the aims of the instructional session to the clients 3.2 Encourage clients to seek clarification, information and feedback 3.3 Brief the clients on the safety practices, procedures and behaviour appropriate to the instructional session 3.4 Define activity boundaries/training area and/or clearly outline to the clients 3.5 Check clothing and footwear of clients for suitability to the session 3.6 Provide information on equipment selection, fitting or use where relevant to the instructional session's aims
4 Conduct an instructional canoeing session on Grade 3 water	4.1 Conduct "warm up"/introductory activities (where required) to reduce the risk of injury when client's are participating in physical activities 4.2 Monitor individual client's performance in instructional activities 4.3 Provide positive encouragement and/or feedback to each client at a suitable time to maintain a positive learning environment 4.4 Ensure instructional activity allows for repetition of skills 4.5 Evaluate instructional activities for effectiveness and implement modifications when required 4.6 Assess risks associated with the conduct of instructional activities constantly

	and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives. 4.7 Monitor equipment usage, behaviour and location of clients in order to review safety 4.8 Ensure personal competencies with respect to topics and skills within the instructional session are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.9 Demonstrate how personal competencies enable emergency and non-routine situations to be dealt with in accordance with operating procedures 4.10 Demonstrate the teaching of at least two different types of rolling techniques
5 Apply appropriate teaching techniques for a canoeing session on Grade 3 water	5.1 Communicate instructions and information clearly and concisely 5.2 Perform demonstrations for clients (where required) with a high level of technical correctness and accurate description 5.3 Break-down complex skills and techniques into component parts and describe with key teaching points 5.4 Identify faults in technique and provide a variety of solutions, where relevant, to correct faults 5.5 Provide adequate time for practice, following fault correction and feedback 5.6 Explain activities, drills or techniques which may improve skills
6 Teach required knowledge that applies to a white water canoeing activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to canoeing and achievement of competency, in a manner which achieves interest and client understanding 6.2 Instruct clients on factors to consider when planning for participation in canoeing on graded water 6.3 Identify minimal impact practices appropriate to canoeing on graded water, and determine client level of understanding 6.4 Outline specific aspects of equipment selection, use and care, to enable the client to achieve competency at the relevant level 6.5 Explain communication systems and relevant calls or signals used whilst participating in canoeing on graded water, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a white water canoeing activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to canoeing on graded water, and the level of competency required 7.2 Explain the principles and practices of group management, in the context of emergency situations 7.3 Teach clients industry standard safety practices relevant to canoeing on graded water 7.4 Demonstrate rescue techniques specific to canoeing on graded water, and provide opportunities for practice 7.5 Clarify the use and selection of specific emergency response equipment that should be carried, relevant to the level of competency 7.6 Assess client's level of understanding via questioning techniques and/or formal assessment
8 Teach canoeing skills for Grade 3 water	8.1 Explain and demonstrate key points of technique or skill 8.2 Outline the sequence or combination of skill to achieve effective or efficient results 8.3 Identify different applications of skill or technique, and where it is applicable/not applicable 8.4 Practice skills or techniques and observe clients in order to provide feedback 8.5 Assess clients to determine poor or incorrect technique 8.6 Provide opportunities for additional practice, where required

9 Communicate further canoeing knowledge for Grade 3 water	9.1 Inform clients of locations, suitable to their skill level, for participating in canoeing on graded water 9.2 Provide information relevant to the competencies being taught, on the range of equipment and clothing available or required, and factors affecting choice 9.3 Inform clients of opportunities to further develop their personal skills and knowledge
10 Conclude and evaluate the canoeing instructional session	10.1 Allow time for "cooling down" at the end of the session, check equipment for damage and return and store in an appropriate fashion 10.2 Determine the level of learning achieved directly through assessment or indirectly from Assessor 10.3 Apply feedback from Assessor or assessment to evaluate the effectiveness of the instructional activities, the suitability of the instructional method, the feedback provided to clients and the initial assessment of client's abilities 10.4 Evaluate the validity and reliability of assessment/evaluation tools used throughout the session to monitor learning 10.5 Determine modifications to activities and delivery method(s), based on evaluations 10.6 Evaluate the suitability of other related factors

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Equipment	[all categories] • canoe • paddle • Personal Flotation Device (PFD) • helmet • safety equipment (including First Aid kits) • repair equipment • canoeing specific equipment • rescue equipment
Hazards	[all categories] • may include ○ tree branches ○ rocks ○ drops ○ stoppers ○ strainers ○ wire fences ○ manmade objects ○ other craft ○ wrap rocks ○ sieves ○ undercuts
Other related factors	[all categories] • location • equipment • planning process • group management • sequencing of skill acquisition/progression • skill acquisition tasks/activities • feedback mechanisms
Other resources	[all relevant categories] • may include ○ food and water ○ personal clothing ○ teaching aids ○ suitable body of graded water for teaching of unit(s)

Sequence	[two categories] • may include ○ simple to complex ○ "part" to "whole" ○ chronological ○ known to unknown ○ D.E.D.I.C.T (demonstrate, explain, demonstrate, instruct, critique, test) ○ E.D.I.C.T (explain, demonstrate, instruct, critique, test) ○ I.D.E.A (introduce, demonstrate, explain, apply) ○ orientate, enhance, synthesise

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of teaching principles and techniques to enable the planning and conduct of a canoeing instruction session or program that enables clients to achieve the competencies specified, as outcomes in the workplace • Assessment of performance should be over a minimum of three (3) different occasions with different clients covering the prescribed number of categories from the Range Statements that are applicable to instructing canoeing skills on Grade 3 water • Assessment must confirm the ability to apply this knowledge and appropriate technique to ○ apply knowledge of safety practices to plan and conduct a safe instructional session in accordance with risk management plans, industry guidelines and occupational health and safety requirements ○ demonstrate canoeing techniques or skills accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs ○ provide constructive feedback which enhances the client's learning ○ provide instruction in required knowledge and skills for canoeing on Grade 3 water ○ apply knowledge of relevant rules, safety procedures, regulations and legislation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSZ404A Train small groups ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is ▪ SROCNE005A Apply inland canoeing skills on Grade 3 water ○ SROWWR003B Perform a comprehensive range of white water rescues and recoveries • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Of activity location and its suitability for the conduct of the instructional session ○ Industry guidelines, codes of practice, recommended staff/client ratios ○ Relevant legislation impacting upon the instruction or conduct of canoeing ▪ occupational health and safety ▪ land and water management authorities ▪ local government ○ Theories of instruction applicable to a range of ages and learning abilities

	○ Client abilities and needs, in order to adapt the instructional session ○ Safety procedures during the conduct or instruction of canoeing skills on graded water • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing canoeing on Grade 3 water ○ Ability to roll a canoe in Grade 3 water ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Canoeing skills to demonstrate and correct technique ○ River reading skills to select appropriate site and aid in hazard identification
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations, indoor and/or outdoor, for the conduct of canoeing instructional sessions ○ canoeing equipment, canoe, paddle, Personal Flotation Device, helmet, spray deck, etc ○ suitable personal clothing ○ first aid kit ○ rescue equipment, throw bag, tow line, pulleys, tape slings, Prusik loops, karabiners ○ instructional tools (may include, video, television, whiteboard, handouts, etc) ○ food and water resources ○ client groups • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be competent in the units SRXFAD001A, SRXRIK001A, SRXEMR001A ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of teaching skills suitable for different client groups, this unit of competency must be assessed over a minimum of three (3) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing canoeing skills on Grade 3 water
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a canoeing activity with a range of clients (not peers) on Grade 3 water • The assessment context should include hazards (as identified in the Range Statements) and environmental conditions consistent with those that may foreseeably exist in the workplace. The assessment should be conducted with adequate risk management and safety processes in place • Assessment of this unit of competence will usually include observation of

	processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting background information on clients • Communicating ideas and information - Using various teaching methods to instruct skills • Planning and organising activities - Developing a sequential teaching plan • Working with teams and others - Dealing with groups of clients • Using mathematical ideas and techniques - Using mathematical type terms to aid teaching of skills, eg, clock face • Solving problems - Overcoming clients learning difficulties • Using technology - Using audio-visual teaching aids Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

COMMUNITY RECREATION DEVELOPMENT

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SRCCRD002A	APPLY THE PRINCIPLES OF COMMUNITY DEVELOPMENT TO COMMUNITY RECREATION WORK
CRD	Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to understand and apply the principles of community development in a community recreation work environment.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to undertake work in community recreation	1.1 Agreement with sponsoring organisation is arranged, if required 1.2 Organisation policy on volunteering/paid staff is obtained and reviewed 1.3 The roles of a volunteer/paid staff within the organisation or project are identified and understood
2 Operate within a community development framework	2.1 All work undertaken reflects a current working knowledge and understanding of community development philosophies and principles 2.2 All work undertaken reflects a commitment to empowering individuals to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share similar concerns and issues 2.3 All work undertaken is based on a demonstrated understanding of the interrelationships of the needs and rights of the individual, the family, the community and society 2.4 All work undertaken reflects a demonstrated understanding of the impact of current and changing social, political and economic contexts
3 Meet duty of care and legal responsibilities	3.1 All work undertaken reflects an understanding and compliance with relevant local, national and international statutory and legislative obligations 3.2 All work undertaken reflects an application of accepted industry standards of ethical practice , the principles of social justice, human rights, anti discrimination and confidentiality 3.3 All work undertaken reflects practices to address issues of difference and diversity , relevant occupational health and safety and equal employment opportunity principles and practices and practices which protect confidentiality
4 Provide a non-discriminatory service	4.1 All work undertaken reflects the application of processes which aim to minimise the impact of own personal biases and experiences 4.2 All work undertaken reflects respect and understanding of individual differences 4.3 All work undertaken reflects recognition of the positive contribution of diversity in the community 4.4 Work processes are adapted as appropriate to meet the specific cultural and linguistic needs of individuals
5 Work within policies and procedures to meet client needs and organisation objectives	5.1 Appropriate interpersonal skills are employed to determine client needs 5.2 The capacity of the organisation to address identified individual needs is assessed 5.3 Appropriate referrals are provided both within and outside the organisation to ensure individual needs will be addressed 5.4 All work undertaken reflects knowledge and understanding of a client - focused approach 5.5 Work practices and procedures adhere to the requirements of the organisation's policy on volunteering/paid staff 5.6 Allocated tasks are carried out effectively and on time

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Appropriate referrals	include • to appropriate person within own organisation • to an existing activity or program • to external agencies/organisations or individuals • to external activities/programs
Ethical practices	include those relating to • professional relationships • financial management • information collection, storage and dissemination • operation of community recreation organisations
Issues of difference and diversity	include • language • culture and cultural practices relating to ○ religion/spiritual observances ○ family relationships ○ status/protocol ○ ceremonies/celebrations ○ prohibition/taboo • social • economic • physical • health
Relevant legislative and statutory obligations	includes those relating to • consumer protection • duty of care • equal employment opportunity • anti - discrimination • workplace relations • industrial relations
Role as a volunteer/paid staff	• coach • fundraiser • instructor • judge • umpire • referee • administrator

	• organiser • leader • catering • team support • management of events • projects • finance • administration of facilities • administration of equipment/uniforms • assist with marketing/promotions • technical assistance • maintenance • run events • supervision of children • activity leaders • transport • support person
Work	includes • voluntary and paid work

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of being able to communicate with individuals, to test common understandings and to facilitate agreement on actions to be followed based on information and assistance provided by the worker in the work environment • Assessment of performance should be over a period of time covering all categories of Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ demonstrate the application of community development principles and practices to community recreation work ○ ensure the learner's work practices and procedures comply with the requirements of the organisation policy on volunteers/paid staff
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Knowledge of economic and social issues impacting on the recreation industry ○ Philosophy and accepted practices of work area ○ Own biases and personal history related to work area ○ Strategies for addressing individual differences ○ Legal and organisational requirements relating to duty of care, confidentiality and ethical practices ○ Principles and practices of community development work ○ Policies of community recreation organisation ○ Roles undertaken by volunteers in the sport and recreation industry ○ Knowledge of client focused approach ○ Depending on the work role, specific knowledge of particular groups or issues may be required, including ▪ alcohol and other drugs ▪ cultural and linguistic diversity ▪ risk of self harm ▪ women ▪ men ▪ Aboriginal and Torres Strait Islander peoples ▪ mental health ▪ age ▪ disability ▪ sexuality • Required skills ○ Questioning/listening techniques to elicit information ○ Interpersonal communication skills to deal with clients and colleagues

	○ Ability to refer clients to appropriate person, program or agency
Resource implications	• Physical resources - assessment of this competency requires access to ○ a workplace or to an environment that accurately simulates the workplace • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment • Consistency in performance should consider the worker's role and responsibilities in the workplace
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	1	1	-	-	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRCCRD003A	PROMOTE ACCESS, EQUITY AND DIVERSITY IN COMMUNITY RECREATION
CRD	Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to apply the principles of equity and access in a community recreation work environment.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the issues of people from specific communities	1.1 The details of individual and group issues of the people from specific communities are identified through appropriate research and consultation 1.2 The values and structures of the specific community as they impact on individuals and groups are identified
2 Identify particular requirements of people from specific communities in a recreation context	2.1 Historical, cultural or physical factors which affect the access of people from specific communities to recreation are identified 2.2 Historical, cultural or physical factors which affect the participation of people from specific communities to recreation are identified
3 Respond to particular requirements of people from specific communities in a recreation context	3.1 All work undertaken reflects understanding and application of the principles of social justice, advocacy, human rights, anti discrimination and confidentiality, practices to address cross cultural issues, relevant equitable access principles and practices, including occupational health, safety and welfare and equal employment opportunity and practices which protect confidentiality 3.2 Communication skills are appropriate to the requirements of the individual client/group 3.3 Where appropriate, strategies or activities are used to comply with the requirements of people from specific communities where appropriate 3.4 The specific safety and medical considerations of the individual client/group are monitored 3.5 Modifications are made to the recreation activity or environment to meet the requirements of people from specific communities

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Communication	must take into account • age • preferred method of communication • physical or cultural factors • sensory or intellectual impairment, eg, vision or hearing loss
Historical, cultural or physical factors	• cultural values • family structures ◦ extended family responsibilities ◦ family ideals • religious beliefs • place of recreation within ◦ culturally and linguistically diverse communities ◦ Australian community • impact of disability on participation • communication strategies • level of literacy and numeracy • transport • income • confidence • support services
Specific communities	may relate to • cultural and linguistic diversity • low income • gender • sexuality • age • general health • alcohol and other drugs abuse • disability, including mental illness • location, eg, urban, rural and remote • income • family systems • religion

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of inclusive practices to promote access, equity and diversity in community recreation - Assessment of performance should be over a period of time covering at least three categories within the specific communities' context and all other Range Statements that are applicable in the learner's environment - In particular, assessment must confirm the ability to - identify preferred communication methods of individuals or groups from specific communities <i>identify historical, cultural or physical factors</i> which affect the access and participation of people from <i>specific communities</i> - determine and implement strategies to overcome <i>cultural or physical factors</i> which affect the access and participation of people from <i>specific communities</i> - work effectively with a specific group, validated by community acceptance and the impact of work undertaken - apply all relevant anti-discrimination and equal opportunity legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - Nil - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SRCCRD004A Facilitate community development through recreation initiatives
Required knowledge and skills	- Required knowledge - Anti-discrimination and Equal Opportunity legislation - Relevant modified equipment and activities - Social, political, cultural, historical issues that affect or are relevant to specific communities and groups - Depending on the work role, specific knowledge of particular groups or issues may be required, including specific requirements of - people with a disability, including people with a mental illness - Indigenous people - people from diverse cultural and linguistic backgrounds - alcohol and other drugs - rural/remote environment - gender - age - low income - religion - sexuality - family - Required skills - Written and verbal communication skills in order to effectively communicate with people from specific communities

	○ Ability to analyse and interpret information appropriate to determine strategies to overcome historical, cultural or physical factors which affect the access and participation of people from specific communities ○ Interpersonal skills in order to build rapport with people from specific communities
Resource implications	• Physical resources - assessment of this competency requires access to ○ genuine clients, ie, not the peers of the learner, and facilities in a community recreation setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment • The candidate must be able to demonstrate competence in working with at least three groups from specific communities over a number of assessment situations • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRCCRD004A	FACILITATE COMMUNITY DEVELOPMENT THROUGH RECREATION INITIATIVES
CRD	Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to apply community development principles to a recreation context.

ELEMENT	PERFORMANCE CRITERIA
1 Develop the recreation initiative in conjunction with the community	1.1 The recreation initiative is developed in consultation with key people and community organisations and identifies priorities and desired outcomes to address issues and needs of target group 1.2 The recreation initiative is developed in line with organisation objectives and policies 1.3 Appropriate human, financial and physical resources to implement the recreation initiative are identified and secured 1.4 Marketing materials are prepared and disseminated to target audience and others as appropriate
2 Deliver the recreation initiative	2.1 Strategies for delivery of the recreation initiative are developed and implemented to ensure maximum effectiveness 2.2 Strategies are implemented to encourage full participation in the recreation initiative and the expression of views and feelings about its process or content 2.3 Adjustments are made as and when required to meet the needs of target groups 2.4 Feedback on the recreation initiative is actively sought from participants
3 Review the recreation initiative in conjunction with the community	3.1 The recreation initiative is assessed against planned goals and objectives and in accordance with organisational policies and procedures 3.2 The outcomes of evaluation of the recreation initiative are discussed with key people and organisations to determine future directions

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Assessment and evaluation	may include • use of feedback material • discussions with stakeholders, organisations and other participants • discussion with colleagues
Community organisations	may include • community services organisations • health and welfare agencies • entertainment and arts groups • service clubs • local government authorities • recreation and sport organisations/clubs • commercial recreation providers • cultural organisations • community activity groups
Key people	may include • target group • other relevant organisations • funding bodies • community support groups • the media
Marketing materials	must be • culturally appropriate
Recreation initiative	may include • recreation, sport and cultural participation activities • events • promotional activities, such as an information stall in a shopping centre • information or educational resources
Resources	• facilities • equipment • finance • personnel • transport and related logistical requirements

Target group	may include • individuals and groups defined by organisation programs and services • other agencies providing services to individuals and groups • people with specific needs and interests • people using the organisation's services/programs • geographic location

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of application of community development principles using recreation as a tool • Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ match recreation initiative with community needs and organisation objectives ○ collaborate and consult with key people and organisations within the community ○ work within organisation policy and procedures
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Organisation's objectives, policies and procedures ○ Sources of information on client needs and expectations in order to effectively plan a recreation initiative for clients ○ Resource availability within organisation ○ Resources and support within the community ○ Activity specific knowledge of identified recreation activities • Required skills ○ Basic research skills to identify relevant community sources of information and resources ○ Organisational skills to coordinate resources necessary for recreation initiative ○ Communication skills in order to determine client needs
Resource implications	• Physical resources - assessment of this competency requires access to ○ clients and the appropriate resources for the implementation of a recreation initiative • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for</i>

	<i>Registered Training Organisations</i>
Consistency in performance	Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	- Competency must be demonstrated in a real work environment - In cases where the learner does not have the opportunity to cover all categories of client groups, client needs and program contexts from the Range Statements in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	1	-	1	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRCCRD005A	APPLY THE PRINCIPLES AND ISSUES OF VOLUNTEERING
CRD	Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to respond effectively to volunteers in a recreation organisation or environment.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the issues in relation to volunteers	1.1 The details of individual and group issues in relation to volunteers are identified through appropriate research and consultation 1.2 Societal trends that impact on volunteers and volunteering are identified
2 Identify particular requirements of volunteers in a recreation organisation context	2.1 Reasons why organisations involve volunteers in their operations are identified 2.2 Appropriate roles for volunteers within an organisation or project are identified and documented 2.3 Factors which affect the participation of volunteers in recreation are identified 2.4 Motivations of volunteers and for volunteering are determined
3 Respond to particular requirements of volunteers in a recreation organisation context	3.1 Organisation policy is translated into procedures that address factors affecting participation and meet both organisation needs and volunteer motivations 3.2 Lines of communication and information sharing are identified 3.3 Suitable working conditions and resources are sourced to meet volunteer job role requirements 3.4 Record keeping systems are utilised for storage of volunteer records

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Factors which affect participation	• cultural values • extended family responsibilities • religious belief • ability to meet organisation needs of volunteer role • disability • level of literacy and numeracy • transport • confidence • motivation for volunteering • time available
Motivation for volunteering	• socialisation • enjoyment • loyalty • desire to do something different • support of family members and/or friends • meet new people • break from routine • sense of involvement • learn new skills • increased self esteem • pathway to employment • travel • acknowledgment • status
Role of volunteers	• coach • fundraiser • instructor • judge • umpire • referee • administrator • organiser • leader • catering • team support • management of events • projects • finance • administration of facilities • administration of equipment/uniforms • assist with marketing/promotions • technical assistance • maintenance

	• run events • supervision of children • activity leaders • transport • support person • first aid • medical staff

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of addressing volunteer issues and needs in the work environment • Assessment of performance should be over a period of time covering all categories of all Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ ensure the learner's work practices and procedures address the requirements of the organisation's volunteers in accordance with organisation policy ○ distinguish between appropriate and inappropriate tasks for volunteers within an organisation ○ understand the motivational patterns of volunteers and address factors that may limit their contribution to the organisation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Anti-discrimination and Equal Opportunity legislation ○ Social, political, cultural, historical issues that affect volunteering ○ Contribution made by volunteers to the sport and recreation industry ○ Motivational patterns of volunteers • Required skills ○ Written and verbal communication skills in order to effectively communicate with volunteers ○ Ability to analyse and interpret information appropriate to determine strategies to overcome factors which affect the participation of volunteers ○ Interpersonal skills in order to build rapport with volunteers
Resource implications	• Physical resources - assessment of this competency requires access to ○ genuine volunteers, ie, not the peers of the learner, in a community recreation setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for</i>

	<i>Registered Training Organisations</i>
Consistency in performance	- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment - The candidate must be able to demonstrate competence in working with volunteers over a number of assessment situations and through a number of assessment tools
Context for assessment	- Competency must be demonstrated in a real work environment - In cases where the learner does not have the opportunity to cover all categories of the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	1	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRCCRD006A	IMPLEMENT COMMUNITY INCLUSION PROCESSES FOR PEOPLE WITH A DISABILITY
CRD	Community recreation development

DESCRIPTION: This unit covers the skills and knowledge required to assist people with a disability to maximise their participation in recreation activities.

ELEMENT	PERFORMANCE CRITERIA
1 Plan community support in conjunction with people with a disability	1.1 Individual preferences are identified 1.2 Individual's current skills are determined and opportunities which provide maximum chance of success are identified 1.3 Information on options and services available are provided to people with a disability 1.4 Support requirements of people with a disability are identified 1.5 Appropriate communication styles are utilised
2 Empower people with a disability to communicate their needs and choices	2.1 Positive images of people with a disability are used to ensure positive interactions 2.2 People with a disability are assisted to develop their personal networks 2.3 Information and resources to facilitate participation in recreation activities of people with a disability , including assistive technology, is provided 2.4 Strategies which respect difference are utilised in communications 2.5 Effective environments for empowering people with a disability are identified and established
3 Assist people with a disability to establish relationships with key people	3.1 Key people and organisations that can assist people with a disability are identified 3.2 Roles and responsibilities of these people and their organisations are clearly communicated to people with a disability , including reasonable community expectation 3.3 Strategies to develop and maintain relationships with key people are provided on an individual basis
4 Apply strategies for linking people with a disability to recreation opportunities	4.1 Opportunities to develop supportive connections are created 4.2 Potential and real barriers to participation are identified and effective strategies to address them are implemented 4.3 The strategies utilised to link people with a disability to recreation opportunities are monitored and reviewed 4.4 Further strategies to maximise independence and inclusion are developed 4.5 Opportunities beyond the program/activity are identified and communicated to people with a disability

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Barriers to participation	• cultural values • family structures ○ extended family responsibilities ○ family ideals • religious beliefs • place of recreation within ○ culturally and linguistically diverse communities ○ Australian community • impact of disability on participation • communication strategies • level of literacy and numeracy • transport • income • confidence • support services available
Communication styles	should be appropriate to the person's • age • preferred method of communication • physical or cultural factors • sensory or intellectual impairment, eg, vision or hearing loss
People with a disability	needs and requirements will vary according to • type of disability ○ physical ○ sensory ○ intellectual ○ psychiatric • factors such as ○ cultural and linguistic diversity ○ rural/remote environment ○ income ○ gender ○ sexuality ○ age ○ family systems ○ religion

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge and application of inclusive practices to improve the access of people with a disability to recreation opportunities • Assessment of performance should be over a period of time covering all Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ identify preferred communication styles of people with a disability ○ identify barriers which affect the access and participation of people with a disability ○ determine and implement strategies to overcome barriers which affect the access and participation of people with a disability ○ assist people with a disability to establish relationships with key people
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRCCRO010A Conduct a recreation program for people with a disability
Required knowledge and skills	• Required knowledge ○ Anti-discrimination and Equal Opportunity legislation ○ Relevant modified equipment and activities ○ Community organisations, services and activities that provide recreation opportunities ○ Social, political, cultural, historical issues that affect or are relevant to people with a disability ○ Barriers which affect the access and participation of people with a disability ○ Strategies to overcome barriers which affect the access and participation of people with a disability ○ Community inclusion principles • Required skills ○ Written and verbal communication skills in order to effectively communicate with people with a disability ○ Application of the Disability Discrimination Act ○ Ability to analyse and interpret information appropriate to determine strategies to overcome historical, cultural or physical factors which affect the access and participation of people with a disability ○ Interpersonal skills in order to build rapport with people with a disability
Resource implications	• Physical resources - assessment of this competency requires access to ○ genuine clients with a disability, ie, not the peers of the learner, in a community recreation setting • Human resources — assessment of this unit of competency will require

	human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment • The candidate must be able to demonstrate competence in working with at least three groups from specific communities over a number of assessment situations and through a number of assessment tools
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRCCRD007A	DEVELOP RECREATION PROGRAMS
CRD	Community recreation development

DESCRIPTION: This unit covers the skills and knowledge necessary for programming of recreation activities in a variety of community recreation settings.

ELEMENT	PERFORMANCE CRITERIA
1 Determine program parameters	1.1 Research is undertaken to establish client needs and target groups are identified 1.2 Organisation aims and objectives are analysed with regards to programming implications 1.3 The composition and nature of the programs which will address the identified needs of both clients and the organisation are determined 1.4 Appropriate work is undertaken to ascertain support, the capacity for a coordinated effort and factors which will affect provision of programs 1.5 Research is undertaken to identify key people , issues to be addressed, possible strategies and options for action
2 Develop a recreation program plan	2.1 Objectives and evaluation procedures are established 2.2 Appropriate planning and liaison is undertaken including developing draft plans in consultation with relevant people 2.3 Work plans and administration procedures are established 2.4 Resources necessary for the conduct of programs are identified, a promotional plan/s determined and a budget established 2.5 Recreation program content and design are determined to meet industry standards and necessary approvals gained 2.6 Risk audit is undertaken 2.7 The cultural, linguistic and special needs of the target group / s are taken into account
3 Implement the programs	3.1 Necessary resources required for the conduct of recreation programs are obtained and allocated 3.2 Work plan, administration procedures and promotional strategy are implemented 3.3 The recreation program is monitored, reviewed and modified or cancelled if necessary to meet new circumstances 3.4 The recreation program is conducted safely to meet stated outcomes and objectives 3.5 Occupational Health and Safety and the organisation's emergency procedures and industry standards are followed
4 Evaluate the program	4.1 Feedback on the program is actively sought 4.2 The recreation program is assessed against its planned goals and objectives in accordance with organisational policies and procedures 4.3 Outcomes of the evaluation of the recreation program are discussed with relevant people to determine future directions

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Administration procedures	• registration • receipting • ticketing • confirmation of bookings • transport arrangements
Budget	• setting fees • costing expenditure • determining income • allocating funds
Feedback may be qualitative and quantitative	• evaluation forms • asking people • numbers • surveys • complaints • reaction • feedback from staff • financial information
New circumstances	• numbers • weather • facility booking falling through • equipment failure • people not arriving, ie, clients or staff • emergencies
Programs	incorporate a coordinated range of recreation, sport and cultural participation activities and events • facility based • educational • holiday/vacation care • groups with specific needs • resort recreation • organisation based
Relevant people	may include • residents within a community • businesses within or related to a community • representatives from advocacy and special interest groups • decision makers and community leaders

	• individuals, groups and communities affected by issues or programs • owners or managers of resources required • supervisors • representatives from grants/funding agencies • representatives from government and non - government organisations • representatives from peak bodies • colleagues and collaborators
Resources	• staff • equipment • venues/facilities • paperwork • transport and logistical arrangements • funds
Target group	• diverse cultural and linguistic backgrounds • age specific • clients with specific requirements • Aboriginal and Torres Strait Islander peoples • regular clients • new clients • gender specific
Work environment	varies with respect to • size of the organisation • location • organisational structure • nature of the program/s provided • availability of resources and technology
Work plan	• timeframes • schedule of activities/events • promotional plan/s • roles and responsibilities of staff • allocation of resources • permits, approvals and/or permission

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the program requirements of the organisation/facility and its clients • Assessment of performance should be over a period of time covering all categories of administration, new circumstances and resources and any categories from the remaining Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ determine the range of activities and events that the organisation could provide in response to client needs ○ collaborate and consult with relevant people ○ plan programs to meet identified client and organisation needs ○ implement programs ○ monitor, review and evaluate the program
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SRCCRD003A Promote access, equity and diversity in community recreation • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Organisation's objectives, policies and procedures ○ Sources of information on client needs and expectations in order to effectively plan a recreation program for clients ○ Resource availability within organisation for recreation programs ○ Resources and support within the community for recreation programs ○ Resource allocation policies within the organisation ○ Insurance policy/arrangements ○ Occupational Health and Safety legislation relevant to the provision of recreation services ○ Organisation emergency policy and procedures • Required skills ○ Basic research skills to identify relevant community sources of information and resources ○ Organisational skills to coordinate resources necessary for recreation initiative ○ Communication skills in order to determine client needs ○ Planning and coordination requirements of a range of activities and events ○ Monitoring, reviewing and modifying programs
Resource implications	• Physical resources - assessment of this competency requires access to ○ a work environment in order to identify the need for, and plan and provide, a recreational program • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment

	Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of administration, new circumstances and resources and any categories from the remaining Range Statements that are applicable in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRCCRD008A	WORK EFFECTIVELY WITH GOVERNMENT AND OTHER KEY STAKEHOLDERS
CRD	Community recreation development

DESCRIPTION: This unit covers the skills and knowledge to develop an effective relationship with key personnel in government and other key agencies to assist with community recreation service delivery.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the role and function of government and other key stakeholders	1.1 The roles and functions of the various levels of government are identified 1.2 Key stakeholders which impact on the organisation are identified 1.3 The roles and functions of the various stakeholders are identified 1.4 The structures of key stakeholders relevant to community recreation are identified
2 Identify the key people or positions within government and other key stakeholders	2.1 The key people or positions within the various relevant government departments and agencies are identified 2.2 The key people or positions within the key stakeholders are identified 2.3 Decision making processes within key stakeholders and relevant government departments and agencies are identified 2.4 Informal and/or formal research is used to obtain knowledge of the information and/or resources available from key people 2.5 Records are maintained to enable ease of access and retrieval of information
3 Establish a working relationship with identified key people	3.1 Effective communication styles are used to develop trust, confidence and rapport 3.2 Information and/or resources are accessed from key people 3.3 Interactions with key people are based on an understanding of bureaucratic and/or organisation structures and dynamics

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Government	includes • local • state • federal
Informal and formal research	may include • informal discussions with colleagues • formal study • reading of brochures/promotional material • trade and general media • product updates and launches • promotional seminars • direct contact with other organisations or people • familiarisations • accessing the internet • attending industry workshops/functions • networking
Information and Resources	may include • facilities • equipment • grants/funding • personnel • promotion • nature and extent of services • nature of relationships between departments/agencies • roles and functions of key stakeholders' bodies/personnel
Key stakeholders	may include • funding agencies • community organisations • peak bodies • boards of management • enterprises • industry associations • contractors

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of accessing community recreation information and resources from government and key stakeholders • Assessment of performance should be over a period of time covering all categories of the Range Statements for government and those categories of the other Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ provide an overview of relevant local, state and federal government organisations and agencies ○ provide an overview of relevant key stakeholder roles and decision making structures ○ identify relevant key people/positions as potential sources of resources and information ○ apply researched information and effective communication styles to develop a relationship with relevant key people to access resources and information to meet client/organisation needs
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Role and function of government at all levels ○ Role and function of key stakeholders ○ Sources of information on stakeholders and government ○ History of role of government ○ Changing role of government ○ Bureaucratic structures and dynamics • Required skills ○ Basic research skills to identify relevant key people as sources of information and resources ○ Analytical skills to determine decision making processes and key people/positions ○ Communication skills in relation to listening, questioning and non-verbal communication
Resource implications	• Physical resources - assessment of this competency requires access to ○ stakeholders • Human resources - assessment of this competency will require human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry

	through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of information and resources, informal and formal research contexts from the Range Statements in the learner's work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	-	2	-	1	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

COMMUNITY RECREATION OPERATIONS

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SRCCRO007A	OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES
CRO	Community recreation operations

DESCRIPTION: This unit covers the application of instructional practices and styles necessary to operate in accord with the legal and ethical responsibility of an instructor. Personnel undertaking this unit would be instructing clients in a community recreation setting. This unit is based on SRS COA 001A but altered to suit the community recreation context.

ELEMENT	PERFORMANCE CRITERIA
1 Access ongoing professional development	1.1 Further education/training opportunities that will enhance the learner's professional development are researched and documented 1.2 Professional development activities to enhance instruction skills and knowledge are accessed 1.3 Ability to access ongoing instructor education resources and information is demonstrated
2 Operate in accordance with the legal responsibilities of a instructor	2.1 The legal responsibilities of an instructor are described and explained 2.2 The legal responsibilities of an instructor are applied to the specific instructional situation, environment and client group 2.3 The principles of risk management as they relate to an instructor are described and explained 2.4 A risk management plan is developed and implemented for the specific instructional situation, environment and client group 2.5 The principles of natural justice are described and explained
3 Operate in accordance with the ethical responsibilities of a instructor	3.1 The ethical responsibilities of an instructor in relation to rules, policies and regulations of their activity or organisation are determined 3.2 The ethical responsibilities of an instructor in relation to rules, policies and regulations of the activity or organisation are implemented 3.3 The principles of client confidentiality are implemented 3.4 Best practice principles of the activity or organisation are implemented
4 Operate in accordance with accepted instructional practices	4.1 Session plans are developed prior to the conduct of each session 4.2 Common instructional styles are identified 4.3 Appropriateness and application of each of these instructional styles is explained and justified in relation to a particular activity, situation and/or client group 4.4 The adopted instructional styles comply with best practice principles of the activity or organisation 4.5 The responsibilities of a role model are explained and demonstrated
5 Work with colleagues and support personnel	5.1 Communication is conducted in a way that engenders respect between all parties 5.2 Strategies for advancing an activity or organisation through working in a collaborative manner with colleagues and other support personnel are identified and pursued 5.3 Clear non - judgmental communication techniques are demonstrated
6 Develop a philosophy of instruction	6.1 The appropriateness of activities are determined in relation to each client's stage of development 6.2 Personal philosophies relating to winning/losing and holistic development of the client are articulated and justified in relation to particular situations and

	<i>client</i> groups 6.3 The role of the instructor in regard to required <i>activity specific skills</i> and knowledge are identified according to accepted practices and the culture of the activity

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Activity specific skills	refers to skills specific to the activity which may include - physical/motor skills - tactical/mental skills - a combination of physical and tactical, forming a sequence of skills
Best practice principles of the activity or organisation	refers to - the activity's Coaches or Instructors <i>Code of Conduct</i> policy - the Australian Coaching Council's <i>Coaches Code of Conduct</i> policy - national activity organisation regulations and guidelines - relevant national, state/territory or local government regulations and guidelines - employer organisation's policies and procedures - the culture of the activity - accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations - current and past good practice demonstrated by self or peers in the same or similar situation
Client confidentiality	- information regarding client status and/or well - being should not be passed on to other individuals without the permission of the client - refer to best practice principles of the activity or organisation
Clients	- experienced - inexperienced - adults - children - infants - school or youth groups, tourists, club members and general public - variety of cultural groups - clients with specific requirements
Equipment	can include - fixed pieces of apparatus for use by all clients - individual equipment required by each client in order to undertake the activity, eg, kickboard - personal protective or non - protective clothing or attire - technical - audio - visual - safety

Ethical responsibilities	• refers to behavioural requirements set down by various peak bodies which govern the way in which an instructor interacts with their client/s and conducts an instructional session • incorporates ○ harassment ○ sexual harassment ○ sexual abuse ○ physical abuse ○ client/instructor relationships ○ cheating ○ inclusive/non - discriminatory practices ○ bullying ○ child protection
Information	• includes ○ expectations and aspirations of clients ○ numbers, ages and gender of clients ○ previous experience and developmental stage of clients, their background, special requirements, available time, expectations or organisations ○ activity national organisation codes and rules as they apply to the range of clients ○ staff and financial resources ○ cultural and political influences ○ involvement and interest of parents ○ details on time ○ necessary equipment, clothing and footwear ○ materials and provision ○ precautions and other health and safety information • is collected through ○ activity specific performance tests ○ physiological procedures profiling protocols ○ psychological profiling procedures and protocols ○ discussions ○ observation • sources include ○ clients ○ parents ○ organisations ○ recorded information • is imparted ○ through demonstrations and explanations ○ through tactile input ○ through self - exploration activity/ies, tasks or projects ○ in writing ○ verbally
Instructional styles	• refers to the presentation style/s adopted by the instructor to communicate with the client • depending on the situation the instructor should be able to incorporate a range of combinations of the following styles and/or any associated variations ○ friendly and approachable while maintaining a 'professional distance' ○ clear, precise and, if appropriate, directive regarding not - negotiable issues, eg, safety factors

	○ humorous when appropriate ○ laissez faire, or casual, when appropriate ○ organised and efficient ○ critical friend ○ motivational and encouraging ○ disciplinarian, including modification of undesirable behaviours in clients
Legal responsibilities	refers to issues such as • duty of care • negligence • waivers and exclusion clauses • insurance • natural justice • contract negotiations • restraint of trade • operating in accord with accepted Occupational Health and Safety standards • complying with local, state and national government legislation and/or requirements
Natural justice	• right of appeal • right to an explanation, particularly in relation to ○ selections ○ suspensions • notice of charges • right to be heard • act without bias
Philosophy of instruction	• refers to a set of personal beliefs and practices associated with instruction in relation to issues where there is no clear cut rules, policies or regulations
Principles of risk management	in relation to instruction, refers to issues such as • risk identification ○ relevant activity specific safety requirements, including safety equipment ○ Injury prevention ○ first aid requirements, including cardio - pulmonary resuscitation and life saving skills required for aquatic activities ○ hygiene requirements ○ accident records and reporting ○ medical conditions ○ safety requirements for spectators and competition • risk assessment ○ supervision requirements/ratios ○ medical clearances ○ manageable risks ○ emergency plan
Resources	include

	• human • Physical • equipment • materials • health and safety provisions • indoor facilities • outdoor facilities • provisions for sessions • supporting material • grants and/or sponsorship
Responsibilities as a role model	• clients • spectators • parents • administrators • colleagues • other support personnel
Risk management plan	refers to a plan of action to reduce the risks associated with the particular activity and assist the instructor to reduce the chance of breaching their duty of care ; it includes • risk identification • risk assessment • design of risk elimination or reduction plan • implementation of the plan • constant evaluation and modification of the plan
Rules, policies and regulations	refers to • current edition of the relevant national activity organisation's rules • national activity organisation's rules, policies and procedures regarding competent and ethical instructing, dress requirements and protocols, health and safety and other values underpinning the activity • current edition of the relevant recreation organisation's rules
Session plan	should include • aim of the session • sequence of tasks and activities designed to meet the session aim • tasks and activities to match client needs and abilities • resources required to conduct the session
Support personnel	• administrators/managers • other coaches or instructors • assistants • attendants • other health professionals • parents/guardians

	• other involved/appropriate personnel

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm the knowledge of accepted practices, styles and ethics of instruction and the ability to explain, justify and operate in accordance with them • Assessment of performance should be over a period of time covering all categories within the Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ access ongoing professional development ○ operate in accordance with the legal responsibilities of an instructor ○ operate in accordance with the ethical responsibilities of an instructor ○ work with colleagues and other support personnel ○ identify, explain and justify common styles of instruction in relation to particular situations and client groups ○ determine the appropriateness of activities in relation to each client's stage of development ○ develop session plans that select and sequence tasks or activities to meet both the session aim and the client's needs ○ articulate and justify personal philosophies relating to winning/losing and holistic development of the client in relation to particular situations and client groups ○ implement the best practice principles of the activity
Interdependent assessment of units	• This unit must be assessed after or in conjunction with the attainment of competency in the following unit(s) ○ Nil • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ Nil
Required knowledge and skills	• Required knowledge ○ Relevant activity specific knowledge to instruct the skills being included in the session or program ○ Fundamental principles of group management ○ Fundamental principles of growth and development ○ Learning styles ○ Principles of risk management ○ Principles of lesson plans ○ Instructional styles and responsibilities ○ Legislation relevant to instructors ○ Organisation policies and procedures related to instructors • Required skills ○ Ability to communicate effectively in order to pass on appropriate information to clients in regard to responsibilities as an instructor ○ Ability to convey and interpret information in order to effectively receive information and pass this on to clients in a manner that is correct and applicable

	○ Adequate numeracy and literacy skills in order to effectively and efficiently receive and convey information relevant to clients ○ Planning skills to develop session plans that meet organisation/instructor aims and match client needs and abilities ○ Ability to conduct basic risk assessment and implement a risk management plan for the specific instructional situation/environment ○ Supervision and group control skills to manage a group of clients in an instructional situation/environment ○ Ability to organise resources and equipment appropriate to the session and/or activity
Resource implications	• Physical resources - assessment of this competency requires access to ○ genuine clients, ie, not the peers of the learner, recreation equipment and recreation facilities in an instructional setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to an instructional setting, ie, at all times throughout training and the assessment process
Context for assessment	• Competency must be demonstrated in real/actual instructional situations with genuine clients, ie, not the peers of the learner, • In cases where the learner does not have the opportunity to cover all relevant categories within the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	3	1	2	1
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRCCRO010A	CONDUCT A RECREATION PROGRAM FOR PEOPLE WITH A DISABILITY
CRO	Community recreation operations

DESCRIPTION: This unit covers the skills and knowledge necessary to conduct a recreation program for people with a disability.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for program/activity	1.1 <i>People with a disability</i> agree to participate and view the <i>program/activity</i> as suitable for their needs prior to commencement 1.2 <i>Impact on participation</i> for the <i>person with a disability</i> is assessed on an individual basis 1.3 The <i>range of activities</i> to be utilised in the <i>program</i> is determined 1.4 <i>Resources</i> required for the <i>program</i> are identified and sourced prior to <i>program</i> commencement 1.5 Support requirements of <i>people with a disability</i> are identified
2 Establish effective communication	2.1 Instructions are provided in a <i>communication style</i> suitable to the individual <i>person with a disability</i> with choices of <i>communication</i> made available 2.2 <i>People with a disability</i> are encouraged to seek clarification of information when and where necessary 2.3 <i>Feedback</i> on session technique and correct usage of equipment is communicated to <i>people with a disability</i> at an appropriate time and with appropriate <i>communication</i> choices 2.4 Individual ways of <i>communication</i> are understood and supported
3 Assist the person with a disability to meet lifestyle and relationship needs through participation in a program/activity	3.1 Self esteem and confidence of <i>people with a disability</i> is fostered 3.2 <i>Program</i> is modified, where necessary, based on an assessment of the conditions, <i>status</i> of <i>person with a disability</i>, facilities and equipment 3.3 <i>Activities</i> within the <i>program</i> are conducted at a level and pace to suit the abilities of individuals and/or the group 3.4 <i>Activities</i> within the <i>program</i> are selected to take into account the individual structural and functional variations to the human body and enhance <i>emotional well-being</i> of <i>people with a disability</i> 3.5 Assistance with the provision and use of aids, including modification, is provided as appropriate 3.6 <i>People with a disability</i> are briefed on safe and responsible behaviour and are made aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment 3.7 <i>People with a disability</i> are encouraged to warm up and warm down through safe and appropriate exercises relevant to the proposed <i>session</i> 3.8 Appropriate techniques are utilised to motivate clients to maintain an appropriate <i>participation</i> rate 3.9 Advice on general physical activity issues concerning <i>people with a disability</i> is provided within range of expertise 3.10 Sufficient time is allocated for discussions with <i>people with a disability</i> after the <i>program/activity</i> 3.11 Issued equipment is collected and checked for damage and wear 3.12 <i>People with a disability</i> are given the opportunity to provide <i>feedback</i> and identify further needs 3.13 Acknowledgments and value is placed upon individual <i>participation</i> levels

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Barriers to participation	• cultural values • family structures ◦ extended family responsibilities ◦ family ideals • religious beliefs • place of recreation within ◦ culturally and linguistically diverse communities ◦ Australian community • impact of disability on participation • communication strategies • level of literacy and numeracy • transport • income • confidence • support services available
Communication styles	should be clear, accurate, contain all relevant information and appropriate to the person's • age • preferred method of communication • physical or cultural factors • sensory or intellectual impairment, eg, vision or hearing loss and may include • verbal • modelling/demonstration of activities/movements • hand/arm signals • assisted communication devices • braille • audio tape • others as identified
Emotional well-being	may include • feelings • state of mind • perception of risk • self-esteem • self confidence
Feedback may be qualitative and	• evaluation forms • asking people

quantitative	• numbers • surveys • complaints • reaction • feedback from staff • financial information
Impact on participation	may be affected by • negative personal attitudes and values of staff • organisational procedures and practices • client service strategies • social, cultural and religious factors • physical and economic factors • rate of skill development • taking risks in the context of self determination and dignity of risk • communication supports required/available • choices of the client in relation to the provision of service • flexibility about timing and priorities to allow for client's independence and choice • socialisation/community involvements
People with a disability	needs and requirements will vary according to • type of disability ○ physical ○ sensory ○ intellectual ○ psychiatric • factors such as ○ cultural and linguistic diversity ○ rural/remote environment ○ income ○ gender ○ sexuality ○ age ○ family systems ○ religion
Program	• a sequence of individual sessions running sequentially or simultaneously, for individuals or groups in which the extent of instruction covers that which is required to allow the individual to participate safely and effectively to maintain health and emotional well being • does not include movements, tasks and activities with the aim of physical skill enhancement in order to perform competitively
Range of activities	should include a variety of tasks, games, activities and/or exercises and activities to facilitate the well being of people with a disability in the following areas • stretching and mobility • strengthening or conditioning • confidence building • development of valued relationships • back care

	balance
Resources	- staff - equipment - venues/facilities - paperwork - transport and logistical arrangements - funds - music
Session	- a selection of tasks, games, activities or exercises in which the extent of instruction is to allow the person with a disability to participate safely and effectively - may be a component of a sequenced program of individual activities - does not include movements, tasks and activities with the aim of skill development or enhancement in order to perform competitively - of up to a day's duration, ie, no overnight component
Status of person with a disability	may vary according to - impact of medication/pharmaceuticals - chronological age - physiological age - disability - specific needs and considerations such as - arthritis - osteoporosis - communication system used - socialisation/community involvements - dementia - diabetes - orthopaedic - continence issues - cardiorespiratory - medications - neurological conditions - musculoskeletal conditions
Work environment	varies with respect to - size of the organisation - location - organisational structure - nature of the program/s provided - availability of resources and technology

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of the factors influencing the conduct of a program/activity for people with a disability • Assessment of performance should be over a period of time covering all Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ determine the range of safe and suitable activities and/or exercises for people with a disability, both frail and moderately active ○ instruct people with a disability in the correct technique/guidelines for undertaking activities ○ confirm prior screening of people with a disability prior to participation in a program/activity to establish support needs ○ provide people with a disability with appropriate advice on activity issues within the confines of the program/activity
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SRCCRO007A Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRCCRD006A Implement community inclusion processes for people with a disability
Required knowledge and skills	• Required knowledge ○ Occupational Health and Safety and Disability Discrimination legislation relevant to the provision of recreation services ○ Relevant modified equipment and activities ○ Impact of disability on participation in recreation and the variations and abilities of people with a disability ○ Social, political, cultural, historical issues that affect or are relevant to people with a disability ○ Awareness of screening of people with a disability for entry into programs/activities ○ Precautions for people with a disability in programs/activities ○ Stretching and mobility exercises and activities for people with a disability ○ Chair based, floor work and balance exercises and activities for people with a disability ○ Strengthening and conditioning exercises and activities for people with a disability ○ Specific needs, conditions and considerations of people with a disability • Required skills ○ Monitoring of activity within the confines of the program ○ Organisational skills to coordinate resources necessary to conduct a recreation program ○ Communication skills to provide instructions to facilitate the participation of people with a disability in recreation programs

	○ Selection of appropriate range of activities and exercises for people with a disability ○ Modifying activities for risk minimisation to people with a disability participating in recreation programs
Resource implications	• Physical resources - assessment of this competency requires access to genuine clients with a disability, ie, not the peers of the learner in a community recreation setting • Human resources — assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the work environment • Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace
Context for assessment	• Competency must be demonstrated in a real work environment • In cases where the learner does not have the opportunity to cover all categories of the Range Statements in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	-	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - • Communicating ideas and information - • Planning and organising activities - • Working with teams and others - • Using mathematical ideas and techniques - • Solving problems - • Using technology - Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

CHALLENGE ROPES COURSE

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SROCRP001A	CONDUCT A LOW ROPES SESSION
CRP	Challenge Ropes Course

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to assist in the conduct of programs using individual elements, elements used as initiative activities or linked low ropes courses, where spotters are used to keep clients safe. This unit applies to persons conducting activities using sites for which they are not personally responsible for the overall maintenance. Persons with this competence may conduct activities independently only where there are clearly defined operating procedures for the activity, they are familiar with those operating procedures, and where assistance is readily available should a non-routine situation arise.

ELEMENT	PERFORMANCE CRITERIA
1 Differentiate between <i>challenge ropes courses</i>	1.1 Identify different types of <i>challenge ropes courses</i> , and their most appropriate uses for different client groups and objectives
2 Set up activity	2.1 Demonstrate correct techniques and procedures to set up <i>activity</i> requiring <i>additional equipment</i> in accordance with operational procedures
3 Teach spotting	3.1 Explain to clients reasons for spotting 3.2 Explain and demonstrate essential components of correct spotting technique 3.3 Verify client understanding of spotting technique and safety procedures 3.4 Use appropriate sequence of activities (eg, warm up activities, trust sequence) to develop spotting techniques 3.4 Supervise clients' practice of spotting techniques in a low risk situation 3.5 Provide feedback on correct technique, to ensure safety of ropes course participant and spotter
4 Conduct pre-activity inspection	4.1 Check site/immediate area in accordance with operational procedures 4.2 Perform pre-activity <i>inspection</i> of individual elements 4.3 Perform <i>maintenance tasks</i> within own area of ability and responsibility 4.4 <i>Refer maintenance tasks</i> beyond own ability and responsibility to the appropriate person(s)
5 Ensure safety during low ropes course activities	5.1 Check client's clothing and footwear for suitability prior to participation 5.2 Identify and highlight to the group, risk to both ropes course participant and spotters associated with each element 5.3 Describe to the group variations to spotting positions and technique for individual elements 5.4 Identify and implement strategies to reduce risks associated with individual elements or with an individual clients' participation on an element 5.5 Monitor conduct of the <i>activity</i> and adherence to safety protocols by both ropes course participant and spotter
6 Conclude activity	6.1 Debrief the <i>activity</i> in accordance with <i>activity</i> aims, objectives and own skills and abilities 6.2 Dismantle and store equipment in accordance with operational procedures 6.3 Prepare reports on the use of the course, and suggested maintenance/modifications (where applicable)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Activity	[one category] - linked low ropes course - series of independent low ropes elements
Additional equipment	[all categories relevant to course] - ladders - hand ropes - swing ropes - pulleys - detachable elements, eg, wire ropes, ropes
Challenge ropes course	[all categories] - high elements - low elements - linked - independent
Inspection	[all categories] - manufactured items - wire rope - eye bolts - wire rope grips - camming devices - support structures, eg, trees, poles - safety equipment, eg, hand lines, karabiners, pulleys - natural environment, eg, vegetation
Maintenance tasks	- removal of hazards - fallen branches - loose rocks - spider webs
Refer maintenance tasks	[all categories applicable to site] - overhanging dead tree limbs - loose nuts, eg, wire rope grips - frayed wire rope - frayed or damaged rope - split or rotten logs

	• any sign of corrosion • other signs of wear or damage, eg, pulleys, karabiners

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - techniques and strategies to ensure client safety - common maintenance issues associated with low ropes courses - operating procedures for a specific challenge low ropes course - Assessment of performance should be over a minimum of two (2) sessions on a low ropes course with a minimum of five (5) elements, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - teach spotting techniques - identify variations to spotting technique and position required by specific elements or client characteristics - use either linked or independent elements - identify areas of a low ropes course that may require maintenance
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROOPS002B Plan for minimal environmental impact - SROODR002A Plan outdoor recreation activities - SRXRIK001A Undertake risk analysis of activities - SROODR005A Guide outdoor recreation sessions - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROABL001B Take an assistant leadership role in the facilitation of adventure based learning activities - SROCRP002A Conduct a high ropes session
Required knowledge and skills	- Required knowledge - Types of low ropes courses (linked and independent) - Function/mode of operation of common equipment used in low ropes course construction - eye bolts - wedging devices - wire rope grips - shackles - thimbles - rigging screws - turnbuckles - staples - Safety issues with respect to low ropes course use - Group management during an outdoor activity - Required skills - Communication skills to convey safety procedures and importance of adherence to procedures - Observation skills to ensure activity is conducted in a safe manner - Group facilitation skills to ensure activity is conducted in a positive and constructive manner
Resource implications	Physical resources - assessment of this unit of competency requires

	access to ○ a minimum of two (2) differing groups of clients ○ a low ropes course with a minimum of five (5) elements (these elements should include a variety of standard low ropes course elements, requiring a variety of spotting techniques) ○ first aid equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCRP003A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of low ropes courses and their elements, this unit of competency must be assessed over a minimum of two (2) sessions on a low ropes course with a minimum of five (5) differing elements, in order to ensure consistency of performance over the Range Statements and contexts applicable to low ropes courses
Context for assessment	• This unit of competency must be assessed in the context of a low ropes course with a range of real clients. For valid and reliable assessment the low ropes course should be in an environment that closely replicates the workplace, and the clients replicate those encountered in the workplace. The environment should be safe and free from hazards, and there needs to be clearly defined operating procedures for the activities being conducted • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	1	2	1	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on elements/equipment requiring maintenance and relaying that to management • Communicating ideas and information - Communicating with clients on safety issues for activity • Planning and organising activities - Planning and structuring a spotting session • Working with teams and others - Working with groups of clients in a low ropes activity • Using mathematical ideas and techniques - Using a clock face model to indicate the positioning of spotters • Solving problems - Tailoring the level of challenge to match the clients ability • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCRP002A	CONDUCT A HIGH ROPES SESSION
CRP	Challenge Ropes Course

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to assist in the conduct of programs using independent elements or linked high ropes courses, which requires the use of a belay system to keep clients safe. This unit applies to persons conducting activities using sites for which they are not personally responsible for the overall maintenance. Persons with this competence may conduct activities independently only where there are clearly defined operating procedures for the activity, they are familiar with those operating procedures, and where assistance is readily available should a non-routine situation arise.

ELEMENT	PERFORMANCE CRITERIA
1 Differentiate between <i>challenge ropes courses</i>	1.1 Identify different types of <i>challenge ropes courses</i> , and their most appropriate uses for different client groups and objectives
2 Set up activity	2.1 Select and fit <i>harness</i> demonstrating consideration of situation and in accordance with manufacturer's recommendations 2.2 Identify safe attachment points throughout the course/elements for the attachment of belays and safety lines 2.3 Set up elements requiring <i>additional equipment</i> in accordance with operational procedures 2.4 Demonstrate correct use of <i>equipment</i> 2.5 Establish dynamic <i>belay systems</i> where required 2.6 Select and tie <i>knots</i> suitable to the situation 2.7 Select a <i>belay device</i> that is suitable for the situation and the belayer's ability
3 Teach belay methods	3.1 Instruct clients in correct personal <i>equipment</i> fitting and use 3.2 Explain essential components of correct belay technique 3.3 Verify client understanding of belay technique and safety procedures 3.4 Supervise clients' practice of belay techniques in a low risk situation 3.5 Provide feedback on correct technique, to ensure safety of client (as both a high ropes course participant and a belayer) 3.6 Establish communication strategies between belayer and ropes course participant (where applicable) 3.7 Establish buddy systems to provide support (where applicable)
4 Conduct pre-activity inspection	4.1 Check site/immediate area in accordance with organisations operational procedures 4.2 Perform pre-activity <i>inspection</i> of individual elements 4.3 Perform <i>maintenance tasks</i> within own area of ability and responsibility 4.4 <i>Refer maintenance tasks</i> beyond own ability and responsibility to the appropriate person(s) 4.5 Perform pre-activity check of <i>equipment</i> to ensure that it is in good working order
5 Ensure safety during high ropes course activities	5.1 Check client's clothing and footwear for suitability prior to participation 5.2 Identify and highlight to the client, risk to both ropes course participant(s) and belayer(s) (where applicable) associated with each element 5.3 Adjustments are made to the <i>belay system</i> (where applicable), to ensure the safety of the belayer in the event of a fall 5.4 Monitor the conduct of the activity and adherence to safety protocols by both

	ropes course participant and belayer, particularly during changeovers from one element to the next
6 Perform rescue of high ropes course participant	6.1 Determine possible rescue strategies for individual situations and identify and evaluate advantages and disadvantages of each strategy 6.2 Identify situations requiring direct assistance, and apply correct approach procedures for the particular situation 6.3 Select the most appropriate strategy for the degree of urgency, element features, resources , rescuee status and ability, and personal ability 6.4 Demonstrate an escape from a belay 6.5 Establish a rescue system efficiently and inform other group members of their role(s) 6.6 Operate a rescue system, demonstrating lowering procedures to recover a conscious person from a high ropes element (with assistance from rescuee)
7 Conclude activity	7.1 Debrief the activity in accordance with activity aims, objectives and own skills and abilities 7.2 Dismantle and store equipment in accordance with organisations operational procedures 7.3 Prepare reports on the use of the course, and suggested maintenance/modifications (where applicable)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Additional equipment	[all categories relevant to ropes course] • ladders • hand ropes • swing ropes • detachable elements, eg, wire ropes, hand lines • pulleys, eg, flying fox
Approach procedures	[all categories] • via course from start or finish of course • from mid-course access point and via element(s) • ascending ladder to element • ascending rope to element
Belay devices	[two categories] • auto locking devices, eg, gri gri • plate devices, eg, stitch plate • tubular devices, eg, air traffic controller (ATC)
Belay systems	[all categories] • static belay, eg, cows tails/crab claws • dynamic belay, eg, through belay device
Challenge ropes courses	[all categories] • high elements • low elements • linked elements • independent elements
Equipment	[all categories applicable to course] • helmets • harness • karabiners • belay ropes • belay devices • static belay tapes/ropes, eg, cows tails/crab claws

	ladders
Harness	[all categories] - thigh loop sit harness - other harness - improvised harness - chest harness - full body harness
Inspection	[all categories] - manufactured items - wire ropes - eye bolts - wire rope grips - support structures, eg, trees, poles - safety equipment, eg, belay ropes, karabiners - natural environment, eg, vegetation
Knots	[all categories] - end of rope knots, eg, figure 8 on a bight, rethreaded figure 8, stopper knot - friction knots, eg, Prusik knot - joining knots, eg, double fisherman's - tape knot
Maintenance tasks	removal of hazards, eg, fallen branches, loose rocks, spider webs
Refer maintenance tasks	[all categories applicable to site] - overhanging dead tree branches - loose nuts, eg, on wire rope grips - frayed wire rope - frayed or damaged rope - split or rotten logs - any sign of corrosion - other signs of wear or damage, eg, pulleys, karabiners
Resources	[all categories] - human, eg, other staff, competent members of client group - physical - ladder - rescue rope - pulley - Prusik loops - pliers - knife - spare karabiners

Strategies	[all categories] • indirect assistance of rescuee through verbal direction, i.e., self rescue • direct assistance of rescuee to recover and continue element(s) • direct assistance of rescuee to lower from course to ground

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of ○ techniques and strategies to ensure client safety ○ common maintenance issues associated with high ropes courses ○ operating procedures for a specific high ropes course • Assessment of performance should be over a minimum of two (2) sessions on a high ropes course, with a minimum of five (5) differing elements, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ teach belay technique ○ use equipment correctly ○ set up and dismantle equipment on high ropes course elements ○ maintain personal safety and that of clients when on high ropes course elements ○ use either linked or independent elements ○ identify areas of a high ropes course that may require maintenance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities ○ SRXRIK001A Undertake risk analysis of activities ○ SROODR005A Guide outdoor recreation sessions • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABL001B Take an assistant leadership role in the facilitation of adventure- based learning activities ○ SROCRP001A Conduct a low ropes session
Required knowledge and skills	• Required knowledge ○ Principles of belay systems and devices ○ Knots and their limitations in certain circumstances ○ Types of challenge ropes courses (linked and independent) ○ Function/mode of operation of common equipment used in challenge ropes course construction ▪ eye bolts ▪ swaging devices ▪ wire rope grips ▪ shackles ▪ thimbles ▪ rigging screws ▪ turnbuckles ▪ staples ▪ camming devices ▪ karabiners ○ Safety issues with respect to high ropes course use ○ Group management during an outdoor activity ○ Suitable sequencing within an adventure-based program to

	achieve objectives • Required skills ○ Belaying skills to effectively demonstrate techniques required for belaying ○ Communication skills to convey safety procedures and importance of adherence to procedures ○ Observation skills to ensure activity is conducted in a safe manner ○ Group facilitation skills to ensure activity is conducted in a positive and constructive manner
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a high ropes course with a minimum of five (5) elements (these elements should include a variety of standard high ropes course elements) ○ a group of clients ○ first aid equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCRP004A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the diversity of high ropes courses and their elements, this unit of competency must be assessed over a minimum of two (2) sessions on a high ropes course with a minimum of five (5) differing elements, in order to ensure consistency of performance over the Range Statements and contexts applicable to high ropes courses
Context for assessment	• This unit of competency must be assessed in the context of a high ropes course with a range of real clients. For valid and reliable assessment the high ropes course should be in an environment that closely replicates the workplace, and the clients replicate those encountered in the workplace. The environment should be safe and free from non-routine hazards, and there needs to be clearly defined operating procedures for the activities being conducted • This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the client group and their objectives • Communicating ideas and information - Communicating with clients on safety issues for activity • Planning and organising activities - Planning sequence of activities to suit clients' goals • Working with teams and others - Working with groups of clients in a high ropes activity • Using mathematical ideas and techniques - Counting clients before and after each element of the course • Solving problems - Dealing with a "frozen" participant • Using technology - Using karabiners as a method of attachment to a line Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCRP003A	SUPERVISE A LOW ROPES SESSION
CRP	Challenge Ropes Course

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to independently conduct activities using independent elements, elements used as initiative activities or linked low ropes courses, where spotters are used to keep clients safe. This unit applies to persons conducting activities using sites for which they are not personally responsible for the overall maintenance. Persons with this competence should be able to apply their skills and knowledge to a broad variety of low ropes courses and elements, and should be able to deal with non-routine situations. They should also be able to impart skills and knowledge to clients/assistants to conduct activities under close supervision.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure adequate access to food and water is available during activity 1.2 Check adequacy of human and physical resources prior to the commencement of the activity 1.3 Identify advantages and disadvantages with respect to a variety of low ropes course elements and operating procedures 1.4 Identify an appropriate low ropes course/selection of elements, after consideration of statutory and organisational procedures , and contextual issues relating to the activity 1.5 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Minimise environmental impact	2.1 Identify environmental impacts associated with individual elements and the client group size 2.2 Determine the effects of environmental impact on the safety of the course 2.3 Implement procedures to minimise environmental impact on the site/element
3 Program a suitable sequence of activities	3.1 Identify factors affecting the achievement of client goals (as a group and as individual members of a group) whilst using low ropes course elements 3.2 Develop and implement strategies to facilitate group cohesion, trust and goal achievement 3.3 Select a sequence of activities suitable to the needs of the clients, i.e., stage of group formation, individual and group goals
4 Set up elements	4.1 Set up elements requiring additional equipment in accordance with operational procedures
5 Conduct pre-activity inspection	5.1 Check site/immediate area in accordance with operational procedures 5.2 Perform pre-activity inspection of individual elements 5.3 Perform maintenance tasks within own area of ability and responsibility 5.4 Refer maintenance tasks beyond own ability and responsibility to the appropriate person(s)
6 Supervise the use of low ropes course activities	6.1 Check client's clothing and footwear for suitability prior to participation 6.2 Provide information and instructions to clients and assisting staff in accordance with organisational operating procedures and clients needs 6.3 Identify and implement strategies to reduce risks associated with individual elements or with an individual clients' participation on an element

	6.4 Supervise assisting staff and clients in the activity and ensure activity is conducted in a safe and positive manner 6.5 Respond to non-routine and emergency situations in accordance with organisational operating procedures
7 Conclude activity	7.1 Debrief the activity in accordance with activity aims, objectives and own skills and abilities 7.2 Dismantle and store <i>additional equipment</i> in accordance with organisational operating procedures 7.3 Prepare reports on the use of the course, and suggested maintenance/modifications (where applicable)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Additional equipment	[all categories] • ladders • hand ropes • swing ropes • pulleys • detachable elements, eg, wire ropes, ropes
Advantages and disadvantages	[four categories] • safety • learning outcomes • supervision • client numbers/group size • challenge • time and cost
Contextual issues	[all categories] • abilities of participants • group size • other nearby users • number of elements • type of elements • condition of elements • weather conditions • time of day • goals of activity
Environmental impact	[all categories] • compaction (of soil, flora, soft fall material) • erosion • disturbance of fauna/flora • modification/reduction of aesthetic value
Factors	[all categories] • level of commitment • trust • co-operation • stage of group formation

	activity sequence developed as part of overall program
Inspection	[all categories] - manufactured items, eg, wire ropes, eye bolts, wire rope grips - support structures, eg, trees, poles - safety equipment, eg, belay ropes, karabiners - natural environment, eg, vegetation
Maintenance tasks	[all categories] - cover frayed wire rope ends - replaced frayed or damaged rope - tighten loose nuts, eg, on wire rope grips - removal of hazards, eg, fallen branches, loose rocks, spider webs
Refer maintenance tasks	[all categories applicable to site] - overhanging dead tree branches - split or rotten logs - any sign of corrosion - other signs of wear or damage, eg, pulleys, karabiners
Statutory and organisational procedures	[all categories applicable to site] - includes - permits from land management authorities - authority/permission from landowners - documented operating procedures and company/enterprise policies

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of ○ techniques and strategies to ensure client safety ○ challenge ropes course installation and maintenance techniques to determine the safety of a course prior to use ○ common maintenance issues associated with low ropes courses ○ operating procedures for a variety of low ropes elements and courses • Assessment of performance should be over a minimum of three (3) sessions over a minimum of two (2) different low ropes courses, each with a minimum of five (5) differing elements, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of group dynamics, the client group and individual aims and objectives to develop and implement a suitable sequence of activities prior to participation in the low ropes course/elements ○ teach spotting techniques ○ identify variations to spotting technique and position required by specific elements or client characteristics ○ use both linked and independent elements
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCRP001A Conduct a low ropes session ○ SROODR003A Plan outdoor recreation activities (advanced) • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABL001B Take an assistant leadership role in the facilitation of adventure based learning activities ○ SROABL002B Facilitate adventure-based learning activities ○ SROCRP004A Supervise a high ropes session
Required knowledge and skills	• Required knowledge ○ Types of challenge ropes courses (linked and independent) ○ Function/mode of operation of common equipment used in challenge ropes course construction ▪ eye bolts ▪ camming devices ▪ wire rope grips ▪ shackles ▪ thimbles ▪ rigging screws ▪ turnbuckles ▪ staples ○ Safety issues with respect to low ropes course use ○ Group management during an outdoor activity ○ Suitable sequencing within an adventure-based program to achieve objectives

	- Required skills - Communication skills to convey safety procedures and importance of adherence to procedures - Observation skills to ensure activity is conducted in a safe manner - Group facilitation skills to ensure activity is conducted in a positive and constructive manner - Programming skills to develop and/or adjust a program to achieve client goals
Resource implications	- Physical resources - assessment of this unit of competency requires access to - a group of clients - a minimum of two (2) different low ropes courses each with a minimum of five (5) elements (these elements should include a wide variety of standard low ropes course elements, requiring a variety of spotting techniques) - first aid equipment - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCRP005A) - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the diversity of low ropes courses and their elements, this unit of competency must be assessed over a minimum of three (3) challenge low ropes sessions, covering a minimum of two (2) different challenge low ropes courses each with a minimum of five (5) differing elements, in order to ensure consistency of performance over the Range Statements and contexts applicable to low ropes courses
Context for assessment	- This unit of competency must be assessed in the context of a low ropes course with a range of real clients. For valid and reliable assessment the low ropes course should be in an environment that closely replicates the workplace, and the clients replicate those encountered in the workplace. The environment should be safe and free from hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the client group and their objectives • Communicating ideas and information - Communicating with clients on safety issues for activity • Planning and organising activities - Planning sequence of activities to suit clients' goals • Working with teams and others - Working with groups of clients in a low ropes activity • Using mathematical ideas and techniques - Selecting number of activities and setting level of challenge according to clients abilities and time available • Solving problems - Tailoring the level of challenge to match the clients ability • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCRP004A	SUPERVISE A HIGH ROPES SESSION
CRP	Challenge Ropes Course

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills required to independently conduct programs using independent elements or complete high ropes courses, which require the use of a belay system to keep clients safe. It includes the selection of anchors and the establishment of belays for personal and client safety. This unit applies to persons conducting activities using sites for which they are not personally responsible for the overall maintenance. Persons with this competence should be able to apply their skills and knowledge to a broad variety of high ropes courses and elements, and should be able to deal with non-routine situations. They should also be able to impart skills and knowledge to clients/assistants to conduct activities under close supervision.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for the activity	1.1 Ensure sufficient food and water is available to maintain physiological well-being during activity 1.2 Check adequacy of human and physical resources prior to the commencement of the activity 1.3 Identify advantages and disadvantages with respect to a variety of high ropes course elements and operating procedures 1.4 Identify an appropriate high ropes course/selection of elements, after consideration of statutory and organisational procedures , where applicable, and contextual issues relating to the activity 1.5 Access and interpret meteorological data and determine activity plans following consideration of weather information
2 Plan for minimal environmental impact	2.1 Identify environmental impacts associated with individual elements and the client group size 2.2 Determine the effects of environmental impact on the safety of the course 2.3 Implement procedures to minimise environmental impact on the site/element
3 Program a suitable sequence of activities	3.1 Identify factors affecting the achievement of client goals (as a group and as individual members of a group) whilst using high ropes course elements 3.2 Develop and implement strategies to facilitate group cohesion, trust and goal achievement 3.3 Select a sequence of activities suitable to the needs of the clients, stage of group formation and individual and group goals
4 Set up elements	4.1 Set up elements requiring additional equipment in accordance with operational procedures 4.2 Assess the condition of anchors and select anchors for self belay and belay of others, according to the requirements of the session 4.3 Attach to and load anchors according to industry criteria 4.4 Establish belay systems where required
5 Conduct pre-activity inspection	5.1 Check site/immediate area in accordance with operational procedures 5.2 Perform pre-activity inspection of individual elements 5.3 Perform maintenance tasks within own area of ability and responsibility 5.4 Refer maintenance tasks beyond own ability and responsibility to the appropriate person(s) 5.5 Perform pre-activity check of equipment to ensure that it is in good working order

	5.6 Identify situations (and/or clients) where the use of an improvised, chest or full body harness may be required
6 Supervise the use of high ropes course activities	6.1 Check client's clothing and footwear for suitability prior to participation 6.2 Provide information and instructions to clients and assisting staff in accordance with the organisation's operating procedures and clients needs 6.3 Identify and implement strategies to reduce risks associated with individual elements or with an individual clients' participation on an element 6.4 Supervise assisting staff and clients in the activity and ensure activity is conducted in a safe and positive manner 6.5 Perform vertical rescues in accordance with the organisation's operational procedures 6.6 Respond to non-routine and emergency situations in accordance with the organisation's operating procedures
7 Perform rescue of high ropes course participant	7.1 Determine possible rescue strategies for individual situations and identify and evaluate advantages and disadvantages of each strategy 7.2 Identify situations requiring direct assistance, and apply correct approach procedures for the particular situation 7.3 Select the most appropriate strategy for the degree of urgency, element features, resources , rescuer status and ability, and personal ability 7.4 Demonstrate an escape from a belay 7.5 Establish a rescue system efficiently and inform other group members of their role(s) 7.6 Construct and demonstrate the use of an improvised chest harness in a rescue situation 7.7 Operate a rescue system, demonstrating lowering and raising procedures, to recover conscious and unconscious persons from a high ropes element (with assistance from others who are unskilled in rescue techniques)
8 Conclude activity	8.1 Debrief the activity in accordance with activity aims, objectives and own skills and abilities 8.2 Dismantle and store additional equipment in accordance with operational procedures 8.3 Prepare reports on the use of the course, and suggested maintenance/modifications (where applicable)

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Additional equipment	[all categories applicable to course] • ladders • hand ropes • swing ropes • pulleys • detachable elements, eg, wire ropes, ropes
Advantages and disadvantages	[four categories] • safety • learning outcomes • supervision • client numbers/group size • challenge • time and cost
Anchors	[all categories] • natural, eg, trees • fixed, eg, staples, eyebolts, shackles
Approach procedures	[all categories] • via course from start or finish of course • from mid-course access point and via element(s) • ascending rope to element • ascending ladder to element
Belay systems	[all categories] • static belay, eg, cows tails/crab claws • dynamic belay, eg, through belay device
Contextual issues	[all categories] • abilities of participants • group size • other nearby users • number of elements • type of elements • condition of elements • weather conditions

	• time of day • goals of activity
Environmental impact	[all categories] • compaction (of soil, flora, soft fall material) • erosion • disturbance of fauna/flora • modification/reduction of aesthetic value
Equipment	[all categories] • ropes • helmets • harness • karabiners • belay devices • cows tails or crab claws • ladders
Factors	[all categories] • program aims/objectives • level of commitment • trust • cooperation • stage of group formation • group size • group and individual fitness and abilities • activity sequence developed as part of overall program
Inspection	[all categories] • manufactured items, eg, wire ropes, eye bolts, wire rope grips • support structures, eg, trees, poles • safety equipment, eg, belay ropes, karabiners • natural environment, eg, vegetation
Maintenance tasks	[all categories] • cover frayed wire rope ends • replaced frayed or damaged rope • tighten loose nuts, eg, on wire rope grips • removal of hazards, eg, fallen branches, loose rocks, spider webs
Non-routine and emergency situations	[all categories] • frozen client • injured client • equipment jam

	client not connected to belay
Refer maintenance tasks	[all categories applicable to site] - overhanging dead tree branches - split or rotten logs - any sign of corrosion - other signs of wear or damage, eg, pulleys, karabiners
Resources	[all categories] - human, eg, other staff, competent members of client group - physical - ladder - rescue rope - pulley - Prusik loops - pliers - knife - spare karabiners
Statutory and organisational procedures	[all categories] - includes - permits from land management authorities - authority/permission from landowners - documented organisational operating procedures and policies
Strategies	[all categories] - lowering - assisted rescue - use of ladders - use of single rope technique - cut-away rescue

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of ○ techniques and strategies to ensure client safety ○ challenge ropes course installation and maintenance techniques to determine the safety of a course prior to use ○ common maintenance issues associated with high ropes courses ○ operating procedures for a variety of high ropes elements and courses ○ rescue techniques and procedures • Assessment of performance should be over a minimum of three (3) high ropes course sessions, including a minimum of two (2) different high ropes courses each with a minimum of five (5) differing elements, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of group dynamics, the client group and individual aims and objectives to develop and implement a suitable sequence of activities prior to conducting a high ropes course activity ○ teach belay technique ○ use equipment correctly ○ set up and dismantle equipment on high ropes course elements ○ perform assisted and non-assisted vertical rescues ○ maintain personal safety and that of clients when on high ropes course elements
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCRP002A Conduct a high ropes session ○ SROODR003A Plan outdoor recreation activities (advanced) • This unit must be assessed in conjunction with the following unit(s) ○ Nil • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROABL001B Take an assistant leadership role in the facilitation of adventure - based learning activities ○ SROABL002B Facilitate adventure-based learning activities ○ SROCRP003A Supervise a low ropes session
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant international, Australian and industry standards pertaining to equipment use and performance ○ Manufacturer's design specifications and recommendations for equipment use ○ Safety procedures including communication, belay systems, risk management strategies ○ Principles of belay systems and devices ○ Knots and their limitations in certain circumstances ○ Advantages and disadvantages of different belay systems, methods and devices ○ Types of pulley and situations when they should be used,

	- including belay pulleys, shear reduction pulleys, flying fox pulleys ○ Types of challenge ropes courses (linked and independent) ○ Function/mode of operation of common equipment used in challenge ropes course construction ▪ eye bolts ▪ swaging devices ▪ wire rope grips ▪ shackles ▪ thimbles ▪ rigging screws ▪ turnbuckles ▪ staples ▪ camming devices ▪ karabiners ○ Safety issues with respect to high ropes course use ○ Minimal impact issues, eg, impact to trees, tree root systems, flora and fauna relating to challenge ropes courses ○ Group management during an outdoor activity ○ Suitable sequencing within an adventure-based program to achieve objectives ○ Selection of anchors for personal and client safety systems, where required • Required skills ○ Equipment use and maintenance ○ Vertical rescue techniques ○ Communication skills to convey safety procedures and importance of adherence to procedures ○ Observation skills to ensure activity is conducted in a safe manner ○ Group facilitation skills to ensure activity is conducted in a positive and constructive manner ○ Programming skills to develop and/or adjust a program to achieve client goals
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a minimum of two (2) different high ropes course with a minimum of five (5) elements (these elements should include a wide variety of standard high ropes course elements, requiring a variety of belay techniques) ○ a group of clients ○ first aid equipment • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROCRP006A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework

	(AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the diversity of high ropes courses and their elements, this unit of competency must be assessed over a minimum of three (3) high ropes course sessions, including a minimum of two (2) different high ropes courses each with a minimum of five (5) differing elements, in order to ensure consistency of performance over the Range Statements and contexts applicable to high ropes courses
Context for assessment	- This unit of competency must be assessed in the context of a high ropes course with a range of real clients. For valid and reliable assessment the high ropes course should be in an environment that closely replicates the workplace, and the clients replicate those encountered in the workplace. The environment should be safe and free from non-routine hazards - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	-
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting information on the client group and their objectives • Communicating ideas and information - Communicating with clients on safety issues for activity • Planning and organising activities - Planning sequence of activities to suit clients' goals • Working with teams and others - Working with groups of clients in a high ropes activity • Using mathematical ideas and techniques - Selecting number of activities and setting level of challenge according to clients abilities and time available • Solving problems - Tailoring the level of challenge to match the clients ability • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCRP005A	MANAGE A LOW ROPES COURSE
CRP	Challenge Ropes Course

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to manage and maintain a challenge low ropes course, including linked courses, courses with independent elements and elements used as initiative activities. This unit applies to persons who have ultimate responsibility for ensuring the safety of a course, and the development and provision of operational procedures for the conduct of activities on the low ropes elements/course. This unit does not cover the training of staff.

ELEMENT	PERFORMANCE CRITERIA
1 Determine course operational procedures	1.1 Establish procedures for the use of the course, including training of staff and verification and maintenance of staff skills 1.2 Determine and implement mechanisms to inform course users/facilitators of changes to elements and procedures 1.3 Determine and document safety and emergency procedures and equipment for use at the site 1.4 Determine and document aims, risks and spotting techniques appropriate for each element 1.5 Develop operational procedures identifying relevant aspects of course installation impacting upon the conduct of activities and/or the maintenance procedures
2 Conduct course maintenance	2.1 Determine pre-activity course inspection protocols and procedures for monitoring compliance by individual course users 2.2 Determine and document course maintenance procedures, after consultation with challenge ropes course installation/maintenance specialists 2.3 Conduct regular course maintenance in accordance with established operational procedures 2.4 Identify common problems with the natural environment surrounding the challenge ropes course and implement strategies to deal with or reduce the problem 2.5 Refer maintenance and repair beyond personal ability and responsibility to relevant industry specialist(s) 2.6 Establish procedures for recording/reporting checks on elements and hardware

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Course maintenance	[all categories] • tightening nuts • covering wire rope ends • re-tensioning fibre ropes • re-tensioning wire ropes • trimming of tree branches • replacing worn equipment, eg, pulleys, karabiners • removal of other hazards, eg, tree stumps, glass, rocks
Problems	[all categories] • tree disease • falling branches • soil compaction • unauthorised use • fauna, eg, cattle, kangaroos
Strategies	[all categories] • use of mulch/soft fall material • moving elements • resting areas/not using elements • signage • fencing

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - low ropes course installation techniques, practices and hardware - maintenance procedures for a low ropes course - operational procedures for a low ropes course - staffing and training requirements for a low ropes course - Assessment of performance should be through the analysis of management strategies for a minimum of two (2) separate low ropes courses, covering the prescribed number of categories of each of the Range Statements - In particular, assessment must confirm the ability to - apply in-depth knowledge of individual low ropes course elements to determine operational procedures for each element - apply an in-depth knowledge of low ropes course maintenance issues to develop a maintenance procedure
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCRP003A Supervise a low ropes session - SROODR007A Manage risk in an outdoor activity - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROABL002B Facilitate adventure based learning activities - SROCRP006A Manage a high ropes course
Required knowledge and skills	- Required knowledge - Common practices for the installation of challenge ropes courses in Australia - Relevant Australian Standards with respect to hardware used in challenge ropes courses - Warranty requirements and implication for equipment use and maintenance - Working load limits and tension formula - Tree hazard assessment - Strategies to reduce environmental impact - Common practices for the conduct of low ropes course activities - Staff training requirements for the conduct of low ropes course activities - Required skills - Re-tensioning fibre ropes and splicing - Re-tensioning wire ropes - Editing and reviewing for the review of operational procedures
Resource implications	- Physical resources - assessment of this competency requires access to - a minimum of two (2) low ropes courses with a minimum of five (5) elements - operational procedures for the low ropes courses being used for assessment - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment

	Guidelines. That is, assessors (or persons within the assessment team) must ○ be competent in this unit (i.e., SROCRP005A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area ○ have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	• Due to issues such as the variety of low ropes course elements and environments and associated management strategies, this unit of competency must be assessed through the analysis of management strategies for a minimum of two (2) separate low ropes courses, in order to ensure consistency of performance over the Range Statements and contexts applicable to managing low ropes courses
Context for assessment	• This unit of competency must be assessed in the context of a managerial review of a low ropes course. For valid and reliable assessment the review should be of real, or realistic, operational procedures for a variety of low ropes elements/courses • This unit of competency should be assessed through the observation of methodologies and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting current information from a variety of sources to review existing operational procedures • Communicating ideas and information - Documenting operating procedures • Planning and organising activities - Planning a maintenance regime for a ropes course • Working with teams and others - Working with industry specialists to develop protocols and procedures • Using mathematical ideas and techniques - Using working load limits and tension formula • Solving problems - Dealing with environmental factors (eg, tree disease, soil compaction) to extend the life of a low ropes course • Using technology - Using computer software to develop maintenance logs Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCRP006A	MANAGE A HIGH ROPES COURSE
CRP	Challenge Ropes Course

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to manage and maintain a challenge high ropes course, including linked courses and courses with independent elements, where belay systems are used to keep clients safe. This unit applies to persons who have ultimate responsibility for ensuring the safety of a course, and the development and provision of operational procedures for the conduct of activities on the high ropes elements/course. This unit does not cover the training of staff.

ELEMENT	PERFORMANCE CRITERIA
1 Determine course operational procedures	1.1 Establish procedures for the use of the course, including training of staff and verification and maintenance of staff skills 1.2 Determine and implement mechanisms to inform course users/facilitators of changes to elements and procedures 1.3 Determine and document safety and emergency procedures and equipment for use at the site 1.4 Develop vertical rescue techniques for a variety of scenarios 1.5 Identify equipment required for vertical rescue situations 1.6 Determine risks and hazards associated with individual elements and eliminate or reduce (where applicable) 1.7 Determine the impact of course installation upon the conduct of activities and/or maintenance procedures
2 Conduct course maintenance	2.1 Determine pre-activity course inspection protocols and procedures for monitoring compliance by individual course users 2.2 Determine and document course maintenance procedures, after consultation with challenge ropes course installation/maintenance specialists 2.3 Conduct regular course maintenance in accordance with operational procedures 2.4 Identify common problems with the natural environment surrounding the challenge ropes course and implement strategies to deal with or reduce the problem 2.5 Refer maintenance and repair beyond personal ability and responsibility to relevant industry specialist(s) 2.6 Establish procedures for recording/reporting checks on elements and hardware
3 Select equipment for use in high ropes courses	3.1 Select pulleys in accordance with common practices for ropes course installation 3.2 Select harnesses based on the contextual issues 3.3 Identify factors affecting the use of karabiners and rapid links in different situations

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:

RANGE STATEMENT	CATEGORIES
Contextual issues	[all categories] • size of client group • physical characteristics of the group • the risk of inversion • preferred rope attachment point (front or back) • learning outcomes/objectives of program
Course maintenance	[all categories] • tightening nuts • covering wire rope ends • re-tensioning fibre ropes • re-tensioning wire ropes • trimming of tree branches • removal of other hazards, eg, tree stumps, glass, rocks • checking of anchors, belay systems and back up wires
Factors	[all categories] • requirement for locking • rope wear when passing over small diameter karabiners/rapid links versus use of shear reduction pulleys • need for steel versus alloy • preferred item for use in belay systems or for use for attaching to pulleys
Problems	[all categories] • tree disease • falling branches • soil compaction • unauthorised use • fauna, eg, cattle, kangaroos
Strategies	[all categories] • use of mulch/soft fall material • moving elements • resting areas/not using elements • signage • fencing

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of - high ropes course installation techniques, practices and hardware - maintenance procedures for a high ropes course - operational procedures for a high ropes course - staffing and training requirements for a high ropes course - Assessment of performance should be through the analysis of management strategies for a minimum of two (2) separate high ropes courses, covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply in-depth knowledge of individual high ropes course elements to determine operational procedures for each element - apply an in-depth knowledge of high ropes course maintenance issues to develop a maintenance procedure
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCRP004A Supervise a high ropes session - SROODR007A Manage risk in an outdoor activity - This unit must be assessed in conjunction with the following unit(s) - Nil - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROABL002B Facilitate adventure based learning activities - SROCRP005A Manage a low ropes course
Required knowledge and skills	- Required knowledge - Common practices for the installation of challenge ropes courses in Australia - Relevant Australian Standards with respect to hardware used in challenge ropes courses, eg, pulleys, camming devices, rapid links - Warranty requirements and implication for equipment use and maintenance - Working load limits and tension formula - Tree hazard assessment - Strategies to reduce environmental impact - Common practices for the maintenance of challenge ropes courses - Required skills - Re-tensioning fibre ropes and splicing - Re-tensioning wire ropes (if consistent with operational procedures) - Editing and reviewing for the review of operational procedures
Resource implications	- Physical resources - assessment of this unit of competency requires access to - a minimum of two (2) high ropes courses with a minimum of five (5) elements - operational procedures for the high ropes courses being used for

	assessment - Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must - be competent in this unit (i.e., SROCRP006A) - be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment - be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area - have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the <i>Standards for Registered Training Organisations</i>
Consistency in performance	Due to issues such as the variety of high ropes course elements and environments and associated management strategies, this unit of competency must be assessed through the analysis of management strategies for a minimum of two (2) separate high ropes courses, in order to ensure consistency of performance over the Range Statements and contexts applicable to managing high ropes courses
Context for assessment	- This unit of competency must be assessed in the context of a managerial review of a high ropes course. For valid and reliable assessment the review should be of real, or realistic, operational procedures for a variety of high ropes elements/courses - This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes - Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2
These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches • Collecting, analysing and organising information - Collecting current information from a variety of sources to review existing operational procedures • Communicating ideas and information - Documenting operating procedures • Planning and organising activities - Planning a maintenance regime for a ropes course • Working with teams and others - Working with industry specialists to develop protocols and procedures • Using mathematical ideas and techniques - Using working load limits and tension formula • Solving problems - Dealing with environmental factors (eg, tree disease, soil compaction) to extend the life of a high ropes course • Using technology - Using computer software to develop maintenance logs Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						