

SRO03 OUTDOOR RECREATION TRAINING PACKAGE

Volume 5

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 4: 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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CAVING

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SROCVE001A	MOVE THROUGH A CAVE WITH MINIMAL IMPACT
CVE	Caving

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

This unit covers the knowledge and skills required to move efficiently and safely through a cave with minimal impact.

ELEMENT	PERFORMANCE CRITERIA
1 Move safely through a cave	1.1 Identify hazards commonly present in caves 1.2 Identify specific hazards in individual caves 1.3 Identify and demonstrate strategies for dealing with caving hazards 1.4 Use effective communication systems
2 Move efficiently through a cave	2.1 Demonstrate and explain methods used to negotiate features of a cave 2.2 Demonstrate personal abilities to negotiate a cave efficiently
3 Use cave specific personal navigation skills	3.1 Identify major features in a cave from a cave map 3.2 Use cave specific navigation aids to navigate through the cave
4 Move with minimal impact through a cave	4.1 Identify types of impact occurring within the cave environment 4.2 Identify and/or demonstrate techniques and procedures to minimise cave impact 4.3 Identify procedures to follow in newly discovered caves 4.4 Identify types of foreign material which should be isolated from the cave environment 4.5 Identify types of damage that can be found in caves

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	[six categories] • squeezes • rock piles • sumps • ducks • streams • water pools • thick mud • crevasse traverses • loose floors • speleothems • elevated carbon dioxide levels (foul air)
Hazards	[all categories] • rock piles • fauna • flora (eg, fungal spores) • sharp edges • ropes • water • unstable floor or roof • weather conditions • phobias • darkness • vertical pitch • elevated carbon dioxide levels (foul air)
Minimise impact	[all categories] • avoiding sensitive areas • keeping to marked tracks • carrying containers for removal of foreign and human waste material
Navigation aids	[six categories] • cave map • survey markers • compass • cairns • draughts • streams • trogged paths

	• track markers • shapes of passages in front and behind the party to assist an exit along the same route • knowledge of the cave
Personal abilities	[four categories] • bridging • squeezing • crawling • rock scrambling • swimming • climbing • chimneying • wading
Strategies	[all categories] • observation • careful movement • belay systems • use of helmets • torches • protective clothing

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 caving technique, safety practices and minimal impact practices • Assessment of performance should be over a minimum of three (3) caves, covering the prescribed number of categories from the Range Statements that are applicable to caves in the vicinity of the learners environment • In particular, assessment must confirm the ability to ◦ apply knowledge of caving technique, safety practices and minimal impact practices to move efficiently and safely through a cave with minimal impact ◦ comply with the Australian Speleological Federation minimal impact caving code and the Australian Speleological Federation code of ethics and conservation
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) ◦ SROCVE002A Navigate in caves • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ◦ SROCVE003A Demonstrate laddering skills
Required knowledge and skills	• Required knowledge ◦ Caving techniques ◦ Navigation in tracked or easy untracked areas ◦ Australian Speleological Federation cave safety guidelines ◦ Australian Speleological Federation code of ethics and conservation ◦ Appropriate clothing for caving ◦ Equipment use ◦ Cave access and permit requirements ◦ Knowledge of different types of caves ◦ Communication techniques suitable for cave environments • Required skills ◦ Caving techniques (to move effectively through a cave) ◦ Observation (of cave features and caving parties actions) ◦ Communication (of procedures with caving party)
Resource implications	• Physical resources - assessment of this competency requires access to ◦ caving equipment (helmets, torches, maps, compasses) ◦ a suitable location for the conduct of caving 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 the unit SROCVE020A Guide horizontal caving trips ◦ 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) caves, in order to ensure consistency of performance over the Range Statements and contexts
Context for assessment	• This unit of competency must be assessed in the context of a caving activity. For valid and reliable assessment the caving 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 - Collecting information regarding the proposed caving trip • Communicating ideas and information - Finding out from trip leader the required equipment to take • Planning and organising activities - Planning sufficient food and water for the trip • Working with teams and others - Participating in a caving activity with others • Using mathematical ideas and techniques - Calculating direction by use of compass bearings • Solving problems - Establishing an effective communication system in a noisy environment • Using technology - Using a compass to assist with navigation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE002A	NAVIGATE IN CAVES
CVE	Caving

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

This unit covers the knowledge and skills required to navigate in caves with frequently travelled routes, where there are tracks, markers or obvious natural phenomena.

ELEMENT	PERFORMANCE CRITERIA
1 Use a map	1.1 Select a suitable map (s) for the cave 1.2 Identify possible sources of error and inaccuracies on the map 1.3 Identify symbols and information contained on the map that may be used in navigation 1.4 Identify the way in which relevant symbols and information on the map can be used in navigation
2 Use a compass	2.1 Identify the essential features of a compass 2.2 Demonstrate the effective use of a compass to assist in navigation in a cave environment 2.3 Identify factors that may affect the accuracy of the compass
3 Plan a route in a cave	3.1 Apply information contained on the map to plan an efficient route/course suitable to participant's abilities 3.2 Consider all relevant aspects in the planning of a route 3.3 Calculate accurate grid and magnetic bearings using a map and compass 3.4 Identify emergency or contingency escape routes
4 Navigate in a cave	4.1 Orientate map to surroundings with and without the use of a compass 4.2 Follow a route in a cave, demonstrating use of underground navigation aids 4.3 Apply techniques for estimating the distance travelled 4.4 Identify features in the cave using map and compass 4.5 Select an efficient route/course for the surroundings and conditions

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
Aspects	[all categories] - includes factors which may impact upon the particular activity - type of floor and gradient - climatic conditions - experience/ability of activity participant(s) - obstacles - hazards, eg, traverses, vertical pitches - access to required resources and facilities, eg, campsites, transport
Information	[all categories] - may include, but not be limited to - altitude gain/loss - distance - gradient - features - estimated travelling time - magnetic bearings - water depth
Map	[two categories] - include - detailed cave maps - line traverse maps - cave maps with only wall details and labels - guide books and diagrams
Navigation aids	[all categories] - may include, but not be limited to - survey markers - track markers - cairns - trogged areas - draughts - formed paths - lines - signs - arrows - compass - man-made objects or features

	○ significant cave features
Surroundings	[all categories] • include ○ bodies of water/water courses ○ survey or track markers ○ natural formations (eg, speleothems, speleogens) ○ man-made features
Symbols and information	[all categories] • include ○ grid lines and numbers ○ magnetic variation ○ scale ○ map legend ○ topographic features (eg, hydrology, or geomorphological features) ○ markers ○ water depth • uses include ○ distance estimations ○ identification of features
Techniques for estimating the distance	[two categories] • time • observation of surroundings • pacing

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 use of navigation equipment in caves • Assessment of performance should be over a minimum of three (3) navigation activities in differing 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 to navigate in a cave ○ correctly use the type of map and compass applicable to caving ○ plan and navigate a route suitable to all relevant factors ○ bypass obstacles
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROODR001A Apply basic outdoor recreation logistics ○ SROOPS001B Implement minimal impact practices • This unit must be assessed in conjunction with the following unit(s) ○ SROCVE001A Move through a cave with minimal impact • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROCVE003A Demonstrate laddering skills
Required knowledge and skills	• Required knowledge ○ Map types and scales ○ Advantages and disadvantages of different map types and sources of error ○ Interpretation of maps and relevant symbols ○ Features of a compass, their use and factors that affect their accuracy ○ Route planning and features and factors that should be considered ○ Techniques for estimating distance travelled within a cave • Required skills ○ Problem solving to locate position on a map ○ Literacy and numeracy to calculate bearings and complete route plans
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ suitable caves ○ maps ○ compass ○ cave descriptions ○ first aid ○ food and water • 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 SROCVE013A ○ 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 types and scales of maps and charts and the variety of navigational aids, this unit of competency must be assessed over a minimum of three (3) navigation activities in differing locations applicable to caving
Context for assessment	• This unit of competency must be assessed in the context of a caving 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	1	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 correct maps/information for the caves to be explored • Communicating ideas and information - Not applicable • Planning and organising activities - Planning a route card for the proposed caving activity • Working with teams and others - Participating in a caving activity as a member of a group • Using mathematical ideas and techniques - Calculating bearings/backbearings • Solving problems - Dealing with magnetic deviations due to different rock composition • Using technology - Using a compass to aid navigation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE003A	DEMONSTRATE LADDERING SKILLS
CVE	Caving

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

This unit applies to specific laddering skills for use in caving activities. Other related competencies, such as rigging ladders, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use laddering equipment	1.1 Identify and fit <i>personal equipment</i> correctly 1.2 Use <i>knots</i> suitable to the belay system
2 Demonstrate correct laddering technique	2.1 Demonstrate correct posture whilst laddering 2.2 Demonstrate correct technique for descending a ladder 2.3 Demonstrate correct technique for ascending a ladder 2.4 Negotiate the pitch in a controlled and safe manner 2.5 Demonstrate appropriate techniques to minimise damage to the environment whilst laddering 2.6 Demonstrate appropriate methods for resting on a ladder pitch 2.7 Demonstrate a range of laddering techniques to negotiate vertical laddering <i>obstacles</i>
3 Avoid laddering hazards	3.1 Identify the types of pitch <i>hazards</i> encountered whilst laddering 3.2 Avoid or remove <i>hazards</i> where they exist and where appropriate
4 Apply safety procedures	4.1 Use effective communication to implement safety systems 4.2 Identify and apply <i>strategies</i> to reduce risk whilst laddering

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
Hazards	[all categories] • waterfalls • rock fall • dropped equipment
Knots	[one category] • end-of-rope knots, eg, figure of 8 rethreaded/on the bight, figure of 9 rethreaded/on the bight
Obstacles	[two categories] • the rope passed through the ladder • the ladder caught on rock projections • a broken or damaged rung • vertical squeeze
Personal equipment	[all categories] • climbing helmet • harness • safety cords and connectors, eg, cows tails, if applicable
Strategies	[all categories] • use of belay techniques, eg, top and bottom belays, self lining belays with mechanical ascenders • use of cows tails and other safety connectors to the safety rope or belay anchors

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 basic laddering technique and safety practices • Assessment of performance should be over ascents and descents of ladders in a minimum of two (2) different locations, covering the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ apply knowledge of basic laddering technique and safety practices to negotiate a ladder pitch with minimal obstacles and hazards ○ use a limited range of equipment and knots
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 ○ SROCVE001A Move through a cave with minimal impact ○ SROCVE002A Navigate in caves • 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 international, Australian and industry standards pertaining to caving equipment use and performance ○ Manufacturer's design specifications and recommendations for equipment use ○ Safety procedures including communications codes, belay systems ○ Australian Speleological Federation Codes and Guidelines ○ Equipment suitable for laddering and belaying • Required skills ○ Problem solving to negotiate simple obstacles
Resource implications	• Physical resources - assessment of this competency requires access to ○ laddering and belaying equipment ▪ caving ladders ▪ ropes ▪ karabiners ▪ helmets ▪ harnesses ▪ slings/cords ○ a suitable site above or below ground for the conduct of laddering 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 the unit SROCVE006A

	○ 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 ascents and descents of ladders in a minimum of two (2) different locations, in order to ensure consistency of performance over the Range Statements and contexts applicable to laddering skills.
Context for assessment	• This unit of competency must be assessed in the context of a caving 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
1	1	1	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 techniques for ascending and/or descending ladders • Communicating ideas and information - Communicating with other group members when on and off the ladder • Planning and organising activities - Planning suitable anchor points for use in a laddering situation • Working with teams and others - Participating in caving activity as a member of a group • Using mathematical ideas and techniques - Not applicable • Solving problems - Establishing an effective communication system in a noisy environment • Using technology - Using karabiners as part of the anchoring system for a ladder Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE004A	APPLY SINGLE PITCH ABSEILING SKILLS IN CAVES
CVE	Caving

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 within a cave environment. It includes belaying skills to belay self and others. It does not cover 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 correctly personal equipment 2.2 Select and attach descending device (appropriate to the situation) to the rope. 2.3 Tie knots suitable to the belay system that is being 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 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
6 Establish belaying position	6.1 Follow procedures to ensure belayer safety in the event of an 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 the abseiler 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 appropriately to abseiler calls 7.9 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
Abseiler	[self and one other category] • self, i.e., self belay • colleagues • clients
Belay system	[all categories] • top belay • bottom belay • self belay
Belayer safety	[all categories] • wearing of helmets • attaching to safety ropes • standing out of direct line of rock/gear fall
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 (at top and bottom) • time of day
Device	[one inline device and one other 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) • improvised devices, eg, crossed karabiners • in line devices ○ rapelling rack ○ whale-tail ○ gold-tail
Hazards	[all categories] • water pools • rock fall • falling water • abrasion points • sharp edges • tangled rope • loose clothing and hair • jewellery • phobias • strong cave breezes
Knots	[all categories] • end-of-rope knots, eg, figure 8 rethreaded/on bight • friction hitches, eg, Prusik, kleimheist
Personal equipment	[all categories] • helmets • protective clothing • karabiners/maillons • harnesses • gloves • footwear • caving lights
Simple obstacles	[all categories relevant to locality] • ledges • 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 equipment used in abseiling and belaying, abseiling and belaying techniques and factors affecting techniques • Assessment of performance should be over a minimum of three (3) cave descents, covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques within a cave environment 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) ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan outdoor recreation activities ○ SROCVE001A Move through a cave with minimal impact ○ SROCVE002A Navigate in caves • 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) ○ SROCVE007A Use caving specific Single Rope Techniques ○ SROCVE008A Establish belays in caves ○ 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 in caves ○ Minimum impact code ○ Ethics, tradition and history of vertical caving ○ Technical abseiling knowledge ○ Abseiling communication procedures • Required skills ○ Communication (with belayer/abseiler) ○ Problem solving (to avoid obstacles)
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ abseiling equipment ○ safety equipment

	○ a simple natural location with simple obstacles and vertical pitches • 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 abseiling techniques and resources, this unit of competency must be assessed over a minimum of three (3) cave descents in order to ensure consistency of performance over the Range Statements and contexts applicable to vertical caving skills
Context for assessment	• This unit of competency must be assessed in the context of a real caving 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	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 cave trip and equipment required • Communicating ideas and information - Communicate calls for abseilers to other group members • Planning and organising activities - Planning equipment and other resources required for caving trip • Working with teams and others - Participating in activity with other members of a group • Using mathematical ideas and techniques - Determining height of abseil • Solving problems - Dealing with abseiling obstacles • Using technology - Using a descending device to abseil Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCV005A	RIG A LADDER PITCH
CVE	Caving

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

This unit applies to specific laddering skills for use in caving activities. It includes anchor selection and setting up the belay. It does not cover ascending or descending a ladder.

ELEMENT	PERFORMANCE CRITERIA
1 Rig ropes and ladders	1.1 Select suitable anchors 1.2 Demonstrate use of knots suitable to the equipment and situation 1.3 Demonstrate use of rigging equipment in accordance with manufacturer's specifications to ensure that design limits are not exceeded 1.4 Rig ladders and ropes for ease of use and safety 1.5 Identify pitch hazards and determine methods to minimise or eliminate those hazards
2 Set up a belay system	2.1 Select and use a suitable belay system for the situation and participant ability 2.2 Set up the belay to allow the belayer to safely escape from the system
3 De rig ropes and ladders	3.1 De-rig ladders and ropes safely 3.2 Pack ladders and ropes for appropriate transport away from the pitch

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 system	[all categories] • top and bottom belays • self lining belays with mechanical or friction devices
Hazards	[all categories relevant to locality] • water pools • falling rocks, debris, gear • falling water • abrasion points • sharp edges • tangled ladder • rope passing through ladder • loose clothing and hair • jewellery • phobias • strong cave breezes
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots ○ figure 8 ○ figure 9 ○ 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
Rigging equipment	[all categories] • wire traces • tape slings • bolts • climbing protection • karabiners
Transport	[all categories] • in bags • coiled ropes and ladders

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 limited range of ladder rigging techniques and safety practices - Assessment of performance should be over the rigging of a ladder and belay in three (3) different locations covering the prescribed number of categories from the Range Statements that are applicable in the learners environment - In particular, assessment must confirm the ability to - use knots, belay techniques and rigging equipment within a known range of predictable contexts - rig and de-rig ropes and ladders in routine situations - set up belay systems suitable to the situation and abilities of those participating
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 - SROCVE001A Move through a cave with minimal impact - SROCVE002A Navigate in caves - 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) - SROCVE006A Apply ladder skills - SROCVE008A Rig ropes and establish belays in caves
Required knowledge and skills	- Required knowledge - Knowledge of caving technique - Knowledge of the implications of relevant international, Australian and industry standards pertaining to caving equipment use and performance - Manufacturer's design specifications and recommendations for equipment use - Safety systems and procedures - Required skills - Caving ability (to negotiate caving ladders)
Resource implications	- Physical resources - assessment of this competency requires access to - laddering and belaying equipment (eg, caving ladders, ropes, belay devices, karabiners, maillons, helmets, harnesses) - caving environment(s) with the potential for rigging ladders and belays in a minimum of three different 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 but preferably be competent in the unit at the level above (i.e., SROCVE009A) - 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 ladder and belay in a minimum of three (3) different locations in order to ensure consistency of performance over the Range Statements and contexts.
Context for assessment	• This unit of competency must be assessed in the context of a caving 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	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 regarding anchoring techniques for laddering • Communicating ideas and information - Not applicable • Planning and organising activities - Planning suitable location for ladder which has suitable anchors • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Determining number of ladders required to descend pitch • Solving problems - Minimising impact of pitch hazards • Using technology - Using karabiners as part of the anchoring system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE006A	APPLY LADDERING SKILLS
CVE	Caving

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

This unit applies to specific laddering skills for use in a broad range of caving situations. Other related competencies, such as navigation, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use laddering equipment	1.1 Identify and fit <i>personal equipment</i> correctly 1.2 Demonstrate use of <i>knots</i> suitable to the belay system
2 Demonstrate correct laddering technique	2.1 Demonstrate correct posture whilst laddering 2.2 Demonstrate correct technique for ascending and descending a ladder 2.3 Negotiate a pitch in a controlled and safe manner 2.4 Demonstrate appropriate techniques to minimise damage to the environment whilst laddering 2.5 Demonstrate appropriate techniques for resting on a ladder pitch 2.6 Demonstrate a range of laddering techniques to negotiate vertical laddering <i>obstacles</i>
3 Avoid laddering hazards	3.1 Identify the types of pitch <i>hazards</i> encountered whilst laddering 3.2 Avoid or remove hazards (where applicable)
4 Apply safety procedures	4.1 Demonstrate effective communication to implement safety systems 4.2 Identify and apply <i>strategies</i> to reduce risk whilst laddering

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
Hazards	[all categories relevant to locality] • water pools • falling rocks, debris, gear • falling water • abrasion points • sharp edges • loose clothing and hair • jewellery • phobias • strong cave breezes
Knots	[all categories] • end-of-rope knots ○ figure of 8 knot rethreaded/on the bight ○ figure of 9 rethreaded ○ on the bight
Obstacles	[all categories] • a rope tangle • a ladder tangle • the rope passed through the ladder • the ladder caught on rock projections • a broken or damaged rung • vertical squeeze
Personal equipment	[all categories] • climbing helmet • harness • safety cords and connectors (cows tails) • caving lights
Strategies	[all categories] • use of belay techniques, eg, top and bottom belays, self lining belays with mechanical ascenders • use of cows tails and other safety connectors, eg, to the safety rope or belay anchors

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 knowledge of safety practices and laddering technique in a broad range of situations, in different cave systems or locations • Assessment of performance should be over the ascent and descent of a caving ladder in a minimum of three (3) separate caving locations/environments, covering the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ use a wide range of equipment and knots to negotiate a ladder pitch with a variety of obstacles and hazards ○ apply all categories from the range of strategies to reduce risk whilst laddering
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 ○ SROCVE001A Move through a cave with minimal impact ○ SROCVE002A Navigate in caves ○ SROCVE003A Demonstrate laddering 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) ○ SROCVE005A Rig a ladder pitch
Required knowledge and skills	• Required knowledge ○ Knowledge of the implications of relevant international, Australian and industry standards pertaining to caving equipment use and performance ○ Manufacturer's design specifications and recommendations for equipment use ○ Safety procedures including communications codes, belay systems ○ Australian Speleological Federation Codes and Guidelines ○ Minimal impact practices ○ Equipment suitable for laddering and belaying • Required skills ○ Problem solving (to negotiate hazards and obstacles)
Resource implications	• Physical resources - assessment of this competency requires access to ○ laddering and belaying equipment (caving ladders, ropes, belay devices, karabiners, maillons, helmets, harnesses) ○ caving environment(s) with the potential for rigging ladders and belays in a minimum of three different 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	• Competence in this unit must be assessed over the ascent and descent of a caving ladder in a minimum of three (3) separate locations/environments in order to ensure consistency of performance over the Range Statements and contexts.
Context for assessment	• This unit of competency must be assessed in the context of a caving 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	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 anchoring techniques for laddering • Communicating ideas and information - Communicating with other group members when on and off the ladder • Planning and organising activities - Planning suitable location for ladder which has suitable anchors • Working with teams and others - Participating in caving activity as a member of a group • Using mathematical ideas and techniques - Not applicable • Solving problems - Minimising pitch hazards • Using technology - Using karabiners as part of the anchoring system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE007A	USE CAVING SPECIFIC SINGLE ROPE TECHNIQUES
CVE	Caving

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

This unit applies to specific single rope techniques for use in caving activities. Other related competencies, such as rigging ropes for single rope techniques, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Ascend and descend a pitch using single rope techniques	1.1 Select equipment after consideration of available resources and circumstances 1.2 Demonstrate use of equipment in accordance with accepted safe practices 1.3 Establish personal safety systems 1.4 Ascend a fixed rope in a time efficient manner 1.5 Demonstrate tuning of a single rope technique rig 1.6 Maintain personal safety while performing changeovers from ascending to descending and descending to ascending
2 Negotiate simple obstacles using single rope techniques	2.1 Assess the situation and identify suitable obstacle avoidance/extrication procedures 2.2 Demonstrate procedures to negotiate obstacles whilst maintaining adequate personal safety measures
3 Negotiate re-belays and re-directions	3.1 Demonstrate the use of appropriate ascending and descending equipment using both a re-direction and a re-belay
4 Demonstrate changeovers	4.1 Demonstrate correct techniques for changing from ascent to descent and descent to ascent 4.3 Identify options for where changeovers can be performed efficiently
5 Solve complex rigging problems	5.1 Identify places where difficulties could occur 5.2 Demonstrate negotiation of common rigging problems
6 Demonstrate unassisted rescue techniques	6.1 Identify potential rescue situations and scenarios 6.2 Demonstrate techniques to safely remove self or another party member off the rope and to a pitch head or base

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] • Prusik cords • foot loops • tape • mechanical ascenders • descending devices • karabiners • maillon rapids • rope
Obstacles	[all categories] • knots • rope pads and protectors • traverses • other cavers on pitch
Personal safety	[all categories] • belays • self belays
Procedures	[all categories] • bypassing obstacles • raising body weight • changeovers to another system whilst suspended on a rope
Rescue situations	[all categories] • inverting • jamming ○ clothing ○ hair ○ fingers ○ other body parts • gear failure • exhausted/injured caver
Rigs	[all categories] • cows tails

	• harnesses • safety cords • ascenders • descenders • foot loops
Tuning	[all categories] • changes in cord length • changing types of ascenders and descenders • changes in the type of prusiking action used

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 a broad range of single rope techniques and safety practices - Assessment of performance should be over a minimum of three (3) ascents and descents, covering the prescribed number of categories from the Range Statements that are applicable in the learners environment - In particular, assessment must confirm the ability to - apply knowledge of single rope techniques and safety practices to use a broad range of ascending and descending devices and single rope technique rigs - use single rope techniques to deal with all categories from the range of rescue situations in routine and non-routine (or simulated non-routine) situations
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 - SROCV001A Move through a cave with minimal impact - SROCV002A Navigate in caves - 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) - SROCV008A Rig ropes and establish belays in caves - SROCV004A Apply single pitch abseiling skills in caves - SROVTR001A Perform vertical rescues
Required knowledge and skills	- Required knowledge - Knowledge of caving technique - Use and limitations of caving equipment - Equipment manufacturer's specifications - Rescue techniques - Safety systems and procedures - Required skills - Caving skills to travel through a cave with minimal impact - Problem solving to negotiate obstacles and hazards
Resource implications	- Physical resources - assessment of this competency requires access to - ascending, descending and belaying equipment - ropes - belay devices - ascending and descending devices - karabiners - maillons - helmets - harnesses - caving environment with the potential for ascending and descending (on belay) - 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., SROCVE007A) ○ 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) ascents and descents in order to ensure consistency of performance over the Range Statements and contexts
Context for assessment	• This unit of competency must be assessed in the context of a caving 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
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 regarding proposed pitch and possible equipment required • Communicating ideas and information - Not applicable • Planning and organising activities - Planning equipment resources that will be required for caving trip • Working with teams and others - Participating in caving activity as a member of a group • Using mathematical ideas and techniques - Determining correct diameter of Prusik cord given rope diameter • Solving problems - Dealing with rescue situations • Using technology - Using an ascending device to climb a rope Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE008A	RIG ROPES AND ESTABLISH BELAYS IN CAVES
CVE	Caving

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

This unit covers the knowledge and skills required to independently select fixed or natural anchors for the attachment of ropes and equipment for belays, eg, tape, karabiners. These anchors are to be used in establishing belay systems and rigging rope pitches for abseiling and single rope technique in caves. 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, features.

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 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 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 Identify equipment which is approved to recognised standards and demonstrate use in accordance with accepted safe practices 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
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 potential 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 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] • 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)
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 • maillon rapids
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 use, eg, abseiling, laddering • cavers ability • technique
Person's participating	[one category] • 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 including 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 stability ○ 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 (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 ○ SROCVE001A Move through a cave with minimal impact ○ SROCVE002A Navigate in caves • 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) ○ SROCVE005A Rig a ladder pitch ○ SROCVE007A Use caving specific single rope techniques
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 and caving 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, dynamic and static belays) ○ Technical activity/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 overcome hazards) ○ Observation (to assess anchors)
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ belay equipment ▪ belay devices ▪ ropes ▪ rope protectors ▪ karabiners ▪ harnesses ▪ helmets ○ safety equipment, eg, first aid kit, spare belay equipment ○ minimum of two locations (must have vertical 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., SROCVE012A) ○ 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 including 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 caving activities
Context for assessment	• This unit of competency must be assessed in the context of a vertical caving 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	-	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 suitability and application of various belay methods • Communicating ideas and information - Not applicable • Planning and organising activities - Planning which anchor/combination of anchors to use • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating potential forces and number of anchors required • Solving problems - Dealing with a rescue situation • Using technology - Using karabiners as part of the belay/anchor system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE009A	RIG LADDERS IN COMPLEX SITUATIONS
CVE	Caving

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

This unit covers the knowledge and skills required to independently rig caving ladders in complex and non-routine situations in a cave environment. It includes anchor selection and establishment of belay systems, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Rig ropes and ladders	1.1 Select suitable anchors 1.2 Select and tie knots suitable to the equipment and situation 1.3 Demonstrate use of rigging equipment in accordance with manufacturer's specifications to ensure that design limits are not exceeded 1.4 Rig ladders and ropes for ease of use and safety 1.5 Identify pitch hazards and minimise or eliminate (where possible)
2 Set up a belay system	2.1 Construct and operate a belaying system according to the situation and participant ability 2.2 Ensure that the belay is set up to allow the belayer to safely escape from the system
3 De-rig ropes and ladders	3.1 De-rig ladders and ropes safely 3.2 Pack ladders and ropes for appropriate transport away from the pitch

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 ○ U bolts ○ wire cables • artificial ○ wires ○ nuts ○ hexes ○ camming devices
Belay system	[all categories] • top and bottom belays • self lining belays with mechanical or friction devices
Hazards	[all categories relevant to locality] • water pools • rock fall • loose gear • falling water • abrasion points • sharp edges • tangled rope • loose clothing and hair • jewellery • phobias • strong cave breezes
Knots	[all categories] • knots that have at least 50% of the static strength of the original • end-of-rope knots, eg, figure 8, figure 9

	• mid-rope knots, eg, alpine butterfly, in line figure of 8 • rope-joining knots, eg, double fisherman's • tape knot
Rigging equipment	[all categories relevant to locality] • wire traces • tape slings • bolts • climbing protection • karabiners
Transport	[all categories] • in bags • coiled ropes and ladders

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 a broad range of ladder rigging techniques and safety practices • Assessment of performance should be over the rigging of ladders and belays in a minimum of three (3) different caving sites/locations, covering the prescribed number of categories from the Range Statements • In particular, assessment of the ability to ◦ rig a ladder in routine and non-routine situations in different locations/cave systems using natural, fixed and artificial anchors is required
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ◦ SROODR003A Plan outdoor recreation activities (advanced) ◦ SROCVE005A Rig a ladder 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) ◦ SROCVE010A Rig a complex pitch using caving specific techniques
Required knowledge and skills	• Required knowledge ◦ Knowledge of a broad range of caving techniques ◦ Knowledge of the implications of relevant international, Australian and industry standards pertaining to caving equipment use and performance ◦ Manufacturer's design specifications and recommendations for equipment use ◦ Safety systems and procedures • Required skills ◦ Caving ability to negotiate a cave
Resource implications	• Physical resources - assessment of this unit of competency requires access to ◦ laddering and belaying equipment ▪ belay devices ▪ ropes ▪ caving ladders ▪ rope protectors ▪ harnesses ▪ helmets ▪ karabiners ◦ safety equipment ▪ first aid kit ▪ spare laddering and belay equipment ▪ rescue equipment ▪ communication devices ◦ a variety of natural caving locations suitable for the conduct of ladder rigging 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 ○ 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 caving sites, this unit of competency must be assessed over the rigging of ladders and belays in a minimum of three (3) different caving sites/locations, in order to ensure consistency of performance over the Range Statements and contexts applicable to complex vertical caving situations
Context for assessment	• This unit of competency must be assessed in the context of a caving 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	-	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 pitch and conditions • Communicating ideas and information - Not applicable • Planning and organising activities - Planning a suitable site and anchoring system for ladder(s) • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating number of ladders required • Solving problems - Dealing with natural hazards at the laddering site • Using technology - Using karabiners to form part of the anchoring system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE010A	RIG A COMPLEX PITCH USING CAVING SPECIFIC TECHNIQUES
CVE	Caving

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

This unit covers the knowledge and skills required to independently rig a pitch using caving specific single rope techniques. It applies to mostly single pitch caves or straightforward caves of several pitches with easy navigation.

ELEMENT	PERFORMANCE CRITERIA
1 Rig re-belays and re-directions	1.1 Select <i>anchors</i> appropriate for re-belays or re-directions 1.2 Rig re-belays and re-directions to minimise <i>difficult rigging situation</i>
2 Rig for complex non routine situations	2.1 Identify places where complex rigging may be required 2.2 Demonstrate the ability to solve non-routine rigging problems

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 ○ U bolts ○ wire cables • artificial ○ wires ○ nuts ○ hexes ○ camming devices
Complex non routine situations	[all categories relevant to locality] • pendulum swings • traverses to solid rock for anchors • rigging to prevent drowning in a waterfall or potential waterfall • traverses across a pitch to a side passage lead • awkward squeezes on a pitch • placement of bolts or other artificial aids to allow further exploration of the cave • tie-backs to previous pitches in multi pitch caves that lack solid anchors at pitch heads
Difficult rigging situations	[all categories] • knots in the rope • awkward traverses • poorly placed rope protectors or pads • short rebelay loops • weight of rope on the pitch • problems caused by variance in party member's body mass • poorly placed re-belays or re-directions

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 broad range of complex caving techniques and safety practices - Assessment of performance should be over the rigging of rebays and redirections for a minimum of three (3) separate cave systems/locations, covering the prescribed number of categories from the Range Statements - In particular, assessment must confirm the ability to - rig complex pitches for ascent and descent
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCV008A Rig ropes and establish belays in caves - 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) - SROCV009A Rig ladders in complex situations
Required knowledge and skills	- Required knowledge - Caving equipment and its use - Methods to protect/care for the cave environment - Caving ability - Navigation - Knots used in caving - Required skills - Problem solving - Communication - Navigation - Caving techniques
Resource implications	- Physical resources - assessment of this unit of competency requires access to - caving equipment - belay devices - ropes - caving ladders - rope protectors - harnesses - helmets - karabiners - safety equipment - first aid kit - spare laddering and belay equipment - rescue equipment - communication devices - a variety of natural caving locations suitable for the rigging of rebays and redirections - 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., SROCV012A) ○ 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 rebelay and redirections for a minimum of three (3) separate cave systems, in order to ensure consistency of performance over the Range Statements and contexts
Context for assessment	• This unit of competency must be assessed in the context of a caving 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	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 re-belays and re-directions in difficult situations • Communicating ideas and information - Informing others of which lines are safe to attach to • Planning and organising activities - Planning resources and equipment required for caving trip • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating the amount of gear required to rig the pitch • Solving problems - Dealing with difficult rigging situations • Using technology - Using karabiners as part of the anchoring/belay system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCV011A	DEMONSTRATE VERTICAL CAVING SKILLS
CVE	Caving

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

This unit covers the knowledge and skills required to demonstrate specific exploration techniques for use in vertical caving activities. Other related competencies, such as rigging, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Free climb in a cave	1.1 Establish suitable methods to protect the safety of the free climber 1.2 Demonstrate techniques commonly used by cavers to free climb a pitch
2 Demonstrate advanced climbing techniques	2.1 Demonstrate the safe and efficient use of climbing aids commonly used by cavers 2.2 Identify advanced techniques in vertical caving used for exploration 2.3 Demonstrate vertical climbing technique 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
Advanced techniques	[one category] • lead climbing • aid climbing • scaling poles • rope traverses
Climbing aids	[all categories] • handlines or etriers • traverse lines • short lengths of caving ladder
Safety	[all categories] • spotting by other party members • top rope belay for longer and exposed pitches
Techniques	[all categories] • climbing cracks • chimneying • climbing squeeze chimneys • bridging • the use of layback moves • mantle shelving

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 vertical caving techniques used in caving • Assessment of performance should be over a minimum of three (3) separate ascents including a variety of locations, covering the prescribed number of categories from the Range Statement • In particular, assessment must confirm the ability to ○ protect a free climber ○ free climb a pitch ○ use climbing aids in a caving context ○ demonstrate one category of vertical climbing technique
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) (where relevant) ○ SROCVE004A Apply single pitch abseiling skills in caves ○ SROCVE007A Use caving specific single rope techniques (SRT) ○ 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) ○ SROCLN004A Apply lead climbing skills on natural surfaces ○ SROCLN005A Apply multi pitch lead climbing skills on natural surfaces ○ SROVTR001A Perform vertical rescues ○ SROVTR002A Perform complex vertical rescues
Required knowledge and skills	• Required knowledge ○ Caving equipment and its use ○ Methods to protect/care for the cave environment ○ Advantages and disadvantages of free climbing pitches in caves ○ Methods to protect a free climber ○ Advantages and disadvantages of differing climbing aids ○ Caving ability • Required skills ○ Climbing ability to negotiate a vertical pitch ○ Problem solving to overcome obstacles/hazards ○ Caving ability to negotiate a cave system
Resource implications	• Physical resources - assessment of this competency requires access to ○ vertical caving equipment ▪ artificial protection ▪ ropes ▪ belay devices ▪ harnesses ▪ helmets ○ safety equipment ○ first aid kit ○ spare caving equipment ○ rescue equipment ○ communication devices ○ a number of caving environments for the conduct of vertical caving

	- 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., SROCVE011A) - 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 ascents including a variety of locations, in order to ensure consistency of performance over the Range Statements and contexts
Context for assessment	- This unit of competency must be assessed in the context of a caving 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	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 - Collecting information regarding proposed climb • Communicating ideas and information - Communicating with belayer • Planning and organising activities - Planning the resources and equipment required for the vertical section • Working with teams and others - Participating in caving activity as a member of a group • Using mathematical ideas and techniques - Determining distance to last point of protection and potential fall distance • Solving problems - Dealing with a challenging ascent • Using technology - Using climbing aids whilst caving Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE012A	RIG MULTI PITCHES IN COMPLEX VERTICAL CAVE SYSTEMS
CVE	Caving

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

This unit covers the knowledge and skills required to independently rig multi pitches in complex vertical systems using caving specific techniques. These are applicable to multi pitch caves with long pitches or difficult to traverse pitches, with objective dangers such as regular flooding, very loose pitches or complex systems requiring careful navigation. Other related competencies, such as navigation, are defined in other units.

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 activity, and the abilities of the person's participating 1.4 Select anchor(s) demonstrating consideration of belays, belay systems and rebelays, redirections, back-ups and types of anchors 1.5 Place artificial protection in an accurate, efficient and effective manner, to create an anchor
2 Rig rope pitches for safety and ease of use	2.1 Identify safe access to and egress from the site, and 'safe areas' 2.2 Identify ascent/descent route after consideration of the contextual issues 2.3 Select and tie knots that are suitable for the type of system established and for potential retrieval or rescue situations 2.4 Set up anchors and ropes to facilitate rescue 2.5 Rig rebelays and redirections to minimise difficult rigging situations
3 Rig for complex non routine situations	3.1 Identify places where complex rigging may be required 3.2 Demonstrate the ability to solve non routine rigging problems

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 ○ U bolts ○ wire cables • artificial ○ wires ○ nuts ○ hexes, ○ camming devices
Belay system	[all categories] • at the top of a pitch • at the bottom of the pitch • attached to abseiler (self belay)
Complex rigging	[all categories] • pendulum swings • traverses to solid rock for anchors • rigging to prevent drowning in a waterfall or potential waterfall • traverses across a pitch to a side passage lead • awkward squeezes on a pitch • placement of bolts or other artificial aids to allow further exploration of the cave • tie-backs to previous pitches in multi pitch caves that lack solid anchors at pitch heads
Condition of the anchors	[six categories] • age • location • wear

	• decay • corrosion • weathering • environmental stress • insect damage
Contextual issues	[all categories] • cavers abilities • weight variance in differing participants • group size • other users of the same cave system • pitch height • environmental impact • soundness of rock • access and egress • climatic conditions (at the surface and underground) • time of day
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 techniques used • cavers ability • efficiency of technique
Person's participating	[all categories] • experienced/inexperienced • adults/children • tourists, club members, clients, school or youth groups
Rigging situations	[all categories] • knots in the rope • awkward traverses • poorly placed rope protectors or pads • short rebelay loops • weight of rope on the pitch

	• problems caused by variance in party members' body mass • poorly placed rebelay or redirections
Stability of surroundings	[all categories] • location • cracks • deformities • fissures

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 a broad range of complex caving techniques and safety practices - Assessment of performance should be over the rigging of a minimum of three (3) separate multi pitch caving descents, covering the prescribed number of categories from the Range Statements - In particular, assessment must confirm the ability to - rig complex pitches for ascent and descent
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCVE010A Rig a complex pitch using caving specific techniques - 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) - SROCVE011A Demonstrate vertical caving skills
Required knowledge and skills	- Required knowledge - Caving equipment for use in complex, multi pitch situations - Methods to protect/care for the cave environment when rigging - Caving ability in complex, multi pitch situations - Navigation in complex systems - Knots used in caving when rigging complex, multi pitches - Required skills - Problem solving to overcome complex rigging situations - Communication to brief the caving party - Navigation to determine the group's location within the cave - Caving techniques to travel through the cave
Resource implications	- Physical resources - assessment of this unit of competency requires access to - Caving equipment - belay devices - ropes - caving ladders - rope protectors - harnesses - helmets - karabiners - safety equipment - first aid kit - spare laddering and belay equipment - rescue equipment - communication devices - a variety of natural caving locations suitable for the rigging of rebelay and redirections - 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., SROCV012A) ○ 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) separate multi pitch caving descents in order to ensure consistency of performance over the Range Statements and contexts
Context for assessment	• This unit of competency must be assessed in the context of a caving 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	1	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 re-belays and re-directions in difficult situations • Communicating ideas and information - Using standard communication calls when on and off rope • Planning and organising activities - Planning resources and equipment required for ascent/descent • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating sufficient rope for pitches and belays • Solving problems - Dealing with difficult rigging situations • Using technology - Using karabiners as part of the anchoring/belay system Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE013A	NAVIGATE IN UNTROGGED CAVES
CVE	Caving

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

This unit covers the knowledge and skills required to navigate in complex caves, caves with infrequently travelled routes, and/or unmapped routes.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a route in an untrogged cave	1.1 Select type and scale of map suitable to the cave 1.2 Apply information and symbols contained on the map to plan an efficient route/course suitable to navigation and caving-specific abilities 1.3 Obtain additional information to assist in the preparation of a navigation data sheet from the map and from other suitable sources of information 1.4 Prepare a navigation data sheet /route card 1.5 Identify emergency or contingency escape routes 1.6 Consider all contextual issues in the planning of a route 1.7 Consider environmental impact issues in the planning of a route
2 Navigate in an untrogged cave	2.1 Maintain orientation of map to surroundings 2.2 Demonstrate combined use of map and compass whilst following a route in an untrogged cave 2.3 Demonstrate navigation techniques for estimating the distance travelled 2.4 Maintain the designated course whilst bypassing obstacles 2.5 Demonstrate interpretation of features implied on the map 2.6 Demonstrate an efficient route choice for the surroundings and conditions 2.7 Demonstrate suitable combinations of technique to fix position and identify unknown features when lost 2.8 Produce a cave map that can be used by others for navigation purposes

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] • navigation and caving-specific abilities and fitness levels • time of year • availability of resources, eg, rest stops, areas not subject to flooding • type of features of the location • access and escape routes • group size • land management and legislative requirements
Distance estimations	[two categories] • pacing • time • relation to features
Information and symbols	[all categories] • grid lines and numbers • magnetic variation • scale • map legend • topographic features, eg, hydrology or geomorphological features • markers • water depth
Maps	[two categories] • detailed cave maps • line traverse maps • cave maps with only wall details and labels • guide books and diagrams
Navigation Data Sheet	[all categories relevant to activity] • may include ○ grid and magnetic bearings ○ distances ○ estimated travelling times ○ pitch details and rigging ○ identifiable cave features ○ escape routes

Navigation techniques	[all relevant categories] • may include ○ orientation of map using a compass ○ collecting features ○ search for cave features ○ location of cave breezes into or out of cave
Obstacles	[all categories relevant to location of activity] • shafts • fissures • tight squeezes • conservation (restricted caving) zones, eg, for protection of cave formations or cave habitat • water hazards
Suitable sources of information	[all categories] • guide books • local cavers • peers
Surroundings	[all categories relevant to location of activity] • bodies of water/water courses • survey or track markers • natural formations, eg, speleothems, speleogens • man-made 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 ability to apply knowledge and skills to independently navigate in an untrogged cave in reasonable conditions • Assessment of performance should be over three (3) separate occasions in differing locations, terrain and conditions that are applicable to navigating in untrogged caves • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ◦ apply varying navigation skills and techniques to different locations/types of location within an untrogged caving context ◦ navigate in areas with different hazards, obstacles and topographic features
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ◦ SROCV002A Navigate in a cave ◦ 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) ◦ SROCV011A Demonstrate vertical caving skills
Required knowledge and skills	• Required knowledge ◦ Advantages and disadvantages of different map types and sources of error ◦ Interpretation of map symbols and features ◦ Use of a compass and factors that affect their accuracy ◦ Route planning and issues that should be considered ◦ Estimation of travelling time for different conditions ◦ Techniques for estimating distance travelled ◦ Techniques to navigate around obstacles • Required skills ◦ Problem solving to navigate around obstacles ◦ Literacy and numeracy to calculate bearings and complete route plans ◦ Map reading and compass use to locate position on map ◦ Observation of surroundings to orientate map ◦ Decision making to determine the most suitable route
Resource implications	• Physical resources - assessment of this unit of competency requires access to ◦ suitable untrogged caves ◦ cave maps ◦ data sheet ◦ charts ◦ compass ◦ watch • 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., SROCVE013A) ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001 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 differing terrain/location types, situations, this unit of competency must be assessed over three (3) separate occasions in differing locations, terrain and conditions, in order to ensure consistency of performance over the Range Statements and contexts applicable to navigating in untrogged caves
Context for assessment	• This unit of competency must be assessed in the context of a caving 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
3	1	3	1	3	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 to produce a navigation data sheet • Communicating ideas and information - Giving directional advice to other group members • Planning and organising activities - Planning a route using a navigation data sheet • Working with teams and others - Participating in caving activity as a member of a group • Using mathematical ideas and techniques - Calculating bearings using a compass • Solving problems - Fixing groups position when lost • Using technology - Using a compass to assist with navigation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE014A	PERFORM CAVE RESCUES
CVE	Caving

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

This unit covers the knowledge and skills to undertake rescues in caves and pits, as an individual or as part of a multi-disciplinary team.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for cave rescue operation	1.1 Obtain and analyse operation and task information 1.2 Select rescue equipment based on incident information and cross-checked to ensure it is ready for use 1.3 Select personal protective equipment relevant to the nature of the cave rescue operation
2 Assess and manage cave rescue	2.1 Assess physical features of cave rescue scene before deploying rescue resources 2.2 Manage rescue to control access and maintain a safe and effective operational environment 2.3 Assess, minimise and control hazards 2.4 Establish and maintain communication with other personnel on site
3 Determine location and condition of casualties	3.1 Undertake assessment of incident scene to determine possible location of casualties 3.2 Use appropriate equipment to assist in the location of casualties 3.3 Collect and report evidence of location within cave 3.4 Ascertain (where possible) the condition of casualties and nature of entrapment 3.5 Apply hygiene procedures in accordance with the organisation's procedures
4 Gain entry to cave	4.1 Locate entry permit and obtain relevant information (if available) 4.2 Monitor atmosphere in accordance with Australian Standard AS2865 (Safe working in a confined space) 4.3 Implement appropriate ventilation procedures (where required) 4.4 Use appropriate respiratory protection in irrespirable atmospheres (where required) 4.5 Employ techniques and equipment to access the casualty 4.6 Treat located casualties in consultation with medical personnel and in accordance with organisational policies
5 Remove casualties	5.1 Remove casualties in accordance with organisation's procedures 5.2 Take appropriate actions to preserve the incident scene (where possible)
6 Conclude rescue operations	6.1 Equipment is recovered, cleaned and serviced according to organisational standards and manufacturer's guidelines 6.2 Signs and symptoms of operational stress are recognised and promptly reported 6.3 Operational documentation is completed to organisational standards

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
Evidence	[all categories] • entry permit • permit to work • information received from bystanders • witnesses and emergency services personnel
Hazards	[all categories] • heat exhaustion or hypothermia • oxygen enrichment • oxygen deficiency • atmospheric contaminants ○ hydrogen sulphide ○ methane ○ carbon dioxide • swift water • falls from heights or into depths
Operational documentation	[all categories] • entry permits • tally boards • entry control procedures • air monitoring procedures • equipment and rope logs • plan • exposure records
Personal protective equipment	[all categories] • may include, but not be limited to ○ gloves ○ helmets ○ safety glasses ○ atmospheric monitoring equipment ○ self-contained breathing apparatus ○ airlines
Personnel	[all categories] • agency support • on-site staff • emergency services workers

	local/state/territory government authorities
Preserve the incident scene	may include, but not be limited to, preservation of evidence and related legal requirements
Remove casualties	[all categories] - may include, but not be limited to - lifting - lowering - hauling - mechanical advantage systems
Rescue equipment	[all categories relevant to locality] - ropes/tapes - tripods/edge management - harnesses - litters/stretchers - drag mats - hauling systems - communications - atmospheric monitoring equipment - compass, cave maps and surveys

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 rescue procedures and a range of equipment used for cave rescues • Assessment of performance should be over a minimum of two (2) different cave rescue scenarios, covering all categories of the Range Statements that are applicable in the learners environment • Assessment must confirm the ability to apply knowledge of rescue procedures to determine the most effective and efficient method for the situation • In particular, assessment must confirm the ability to respond to a variety of predictable rescue problems specific to an activity area, including the ability to ○ perform self-rescue in routine activity-specific situations ○ determine whether to approach the rescuee from above or approach from below ○ raise conscious participants and equipment (where relevant to the activity) with assistance from others with a similar or more advanced level of skill ○ lower conscious participants and equipment in a controlled manner with assistance from others with a similar or more advanced level of skill ○ raise or lower an unconscious person with assistance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ 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 ○ Cave navigation and search techniques ○ Anchor selection ○ Rigging of rescue ropes ○ Technical ascending ability ○ Knowledge of relevant equipment and its use ○ Principles of belay systems and devices ○ Knots and their limitations in certain circumstances ○ Knowledge of the implications of relevant industry, Australian and international standards ○ Principles of mechanical advantage ○ Equipment manufacturer's specifications and use limitations ○ Safety systems and procedures ○ Activity-specific technical knowledge ○ Disaster victim identification procedures • Required skills ○ Rigging skills to rig lifting, lowering and hauling systems ○ Operation of lifting, lowering and hauling systems ○ Communication skills with other personnel and rescuee

	○ Atmospheric monitoring procedures
Resource implications	• Physical resources - assessment of this competency requires access to ○ a suitable cave system ○ a rescuee and a variety of rescue scenarios ○ personnel for team based rescues ○ caving 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 (i.e., SROCVE014A) ○ 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 cave systems and rescue scenarios, this unit must be assessed over a minimum of two (2) different rescue scenarios, in order to ensure consistency of performance over the Range Statements and contexts applicable to cave rescues
Context for assessment	• This unit of competency must be assessed in the context of a cave rescue. For valid and reliable assessment the rescue should be in an environment that closely replicates the workplace. The environment may include complicated or non-routine hazards but should not endanger personnel involved • 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	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 regarding the cave rescue situation • Communicating ideas and information - Communicating with other personnel at the rescue site • Planning and organising activities - Formalising rescue plans based on information obtained • Working with teams and others - Working with other members of a rescue team • Using mathematical ideas and techniques - Calculating number of rescue personnel required to effect rescue • Solving problems - Dealing with injured persons • Using technology - Using atmospheric monitoring equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE015A	DEMONSTRATE CAVERN DIVING SKILLS
CVE	Caving

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

This unit covers the knowledge and skills required dive in caverns to a maximum depth of 20m. Other competencies such as demonstrating caving skills, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use cavern diving equipment	1.1 Identify and fit personal equipment correctly so as to be streamlined and avoid snagging points 1.2 Check personal equipment for serviceability prior to the dive 1.3 Identify and fit group equipment correctly
2 Plan a cavern dive	2.1 Obtain available information on the site 2.2 Formulate a dive plan for the dive 2.3 Identify and plan for decompression hazards 2.4 Convey the dive plan to the rest of the dive team 2.5 Adhere to the dive plan
3 Demonstrate correct cavern diving technique	3.1 Demonstrate correct posture (without undue effort) whilst cavern diving 3.2 Negotiate the cavern dive in a controlled and safe manner 3.3 Demonstrate personal abilities to conduct the cavern dive 3.4 Demonstrate appropriate minimal impact techniques to minimise damage to the environment whilst cavern diving 3.5 Demonstrate a range of cavern diving techniques to negotiate features of a water-filled cavern 3.6 Demonstrate effective buoyancy control 3.7 Demonstrate effective anti-silting techniques
4 Avoid cavern diving hazards	4.1 Identify the types of hazards encountered whilst cavern diving 4.2 Plan for hazards where they exist 4.3 Identify specific hazards in individual caverns
5 Apply cavern diving safety procedures	5.1 Use effective communication techniques to implement safety systems 5.2 Identify and apply strategies to reduce risk whilst cavern diving
6 Use cavern diving specific navigation skills	6.1 Use cavern diving specific navigation aids to navigate through the cave 6.2 Demonstrate effective line placement and use of a cave reel
7 Manage stressful situations	7.1 Identify likely sources of stress 7.2 Demonstrate personal ability and techniques to deal with stressful situations
8 Apply buddy diving procedures	8.1 Demonstrate effective monitoring of buddy 8.2 Provide emergency gas to buddy

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
Anti-silting techniques	[all categories] • buoyancy control • propulsion techniques • gear management • body trim
Buoyancy control	[all categories] • correct weighting • hovering • controlled descent • controlled ascent • level swimming in correct posture
Communication techniques	[all categories] • hand signals • light signals • line signals • torch signals • written notes
Dive plan	[all categories] • the objectives of the dive • planned maximum time and depth • gas consumption • appropriate gas rules • planned turn around • emergency procedures • roles and sequence of divers within the group including buddy relationships • communication signals that are to be used • decompression requirements
Features	[all categories relevant to the locality] • rock-piles • thermoclines • haloclines • flora and fauna in the cavern • silty floors

	• loose roofs • speleothems • bones • fossils • other diving equipment • fixed lines • survey stations • dumped rubbish in the cavern • current
Group equipment	[all categories] • may include, but not be limited to ○ shot-lines ○ decompression or safety tanks ○ emergency first aid equipment ▪ first aid kit ▪ oxygen ▪ delivery system
Hazards	[all categories relevant to locality] • rock piles • fauna in sea caverns • flora, eg, aquatic plants • water • unstable roof • changed surface weather conditions • phobias • darkness • water depth • decompression • entanglement • current
Line placement	• tying, wrapping or placing the line at appropriate intervals on appropriate features to maintain a safe and easily followed route through the cavern
Minimal impact techniques	[all categories] • avoiding sensitive areas • keeping to marked routes • carrying containers for removal of foreign and human waste material after the dive is completed • avoiding guideline tie offs to cavern features such as stromatolites • different propulsion techniques, eg, Frog kick, flutter kick, finger glide
Navigation aids	[all categories relevant to locality] • cavern map • survey markers • compass • water flow

	• trogged paths • fixed guidelines and markers • shapes of the cavern in front and behind the party to assist an exit along the same route • knowledge of the cavern
Personal abilities	[six categories] • clearing a flooded mask • changing regulators • anti-silting techniques • buoyancy control • propulsion techniques • correct posture • equipment management
Personal equipment	[all categories necessary for location] • cave diving helmet • appropriate thermal protection such as a wetsuit or dry suit • bottom timer • diving computer • mask • boots • fins • knife • compass • depth gauge • buoyancy compensator • weights • regulators • breathing gas cylinders • lighting systems • cave diving reels set up with appropriate line for the site • guidelines • decompression schedules • diving slate and pencil
Sources of stress	[all categories] • light failure • lost buddy • out of air situation • silt out • lost line • cold water • narcosis • dislodged mask
Strategies to reduce risk	[all categories] • pre-dive buddy and personal checks • use of low silting propulsion techniques

	• use of continuous guidelines to the surface • use of redundant breathing gas and regulator supplies
Techniques to deal with stressful situations	[all categories] • location and use of backup light or breathing supply • buddy or octopus breathing with buddy • controlled exit from the dive • emergency ascent • techniques to regain composure (relaxation or breathing techniques) • analytical problem solving
Use of cave reel	[all categories] • deploying and retrieving the line • maintaining appropriate tension to avoid tangles • locking or unlocking the reel as appropriate

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 broad range of cavern diving techniques and safety practices, to dive safely and efficiently in caverns to a maximum depth of 20m • Assessment of performance should be over four (4) dives with a minimum of 20 minutes each dive and at least two (2) to be in fresh water, covering the prescribed number of categories from the Range Statements that are applicable to caves in the vicinity of the learners environment • In particular, assessment must confirm the ability to apply the ○ Australian Speleological Federation Cave Diving Code of Practice ○ Australian Speleological Federation Cave Safety Guidelines ○ Australian Speleological Federation Code of Ethics and Conservation and ○ Australian Speleological Federation Minimal Impact Caving Code ○ along with a range of techniques to negotiate a water-filled cavern causing minimal environmental impact
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROODR003A Plan outdoor recreation activities (advanced) ○ SROSCB006A Navigate prescribed routes underwater • 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) ○ SROCVE016A Demonstrate cave diving skills
Required knowledge and skills	• Required knowledge ○ Training and extensive experience in scuba diving ○ Caving techniques ○ Caving specific navigation ○ Australian Speleological Federation Cave Safety Guidelines ○ Australian Speleological Federation Code of Ethics and Conservation ○ Australian Speleological Federation Minimal Impact Caving Code ○ Australian Speleological Federation Cave Diving Code of Practice ○ Appropriate clothing ○ Equipment use ○ Cave access and permit requirements ○ Knowledge of different types of caves ○ Communication techniques suitable for cave diving environments • Required skills ○ Scuba diving techniques to dive safely and efficiently ○ Caving techniques to move effectively through a cave ○ Observation of cave features and caving parties actions ○ Communication of procedures with caving party ○ Problem solving to reduce hazards
Resource implications	• Physical resources - assessment of this competency requires access to ○ caving equipment ▪ helmets ▪ torches

	▪ maps ▪ compasses ○ SCUBA equipment ▪ masks ▪ fins ▪ weight belt ▪ Buoyancy Control Device (BCD) ▪ tanks ▪ dive computer ○ a minimum of two (2) suitable locations for the conduct of cavern diving 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., SROCVE016A) ○ 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 four (4) dives with a minimum of 20 minutes each dive and at least two (2) to be in fresh water, in order to ensure consistency of performance over the Range Statements and contexts applicable to cavern diving
Context for assessment	• This unit of competency must be assessed in the context of a cavern diving 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	3	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 - Collecting information on the proposed dive site • Communicating ideas and information - Communicating with buddy whilst taking part in the dive • Planning and organising activities - Formulating a dive plan • Working with teams and others - Diving with a buddy at all times • Using mathematical ideas and techniques - Calculating gas consumption for diving plan • Solving problems - Providing emergency gas to buddy • Using technology - Using a dive computer/dive tables and bottom timer to assist with dive plan Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE016A	DEMONSTRATE CAVE DIVING SKILLS
CVE	Caving

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

This unit covers the knowledge and skills required dive within enclosed, flooded, cave systems. Other competencies such as demonstrating caving skills, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use cave diving equipment	1.1 Identify and fit personal equipment correctly so as to be streamlined and avoid snagging points 1.2 Check personal equipment for serviceability prior to the dive 1.3 Identify and fit group equipment correctly 1.4 Use underwater breathing systems appropriately
2 Plan a cave dive	2.1 Obtain available information on the site 2.2 Formulate a dive plan for the dive 2.3 Identify and plan for decompression hazards 2.4 Convey the dive plan to the rest of the dive team 2.5 Adhere to the dive plan
3 Demonstrate correct cave diving technique	3.1 Demonstrate correct posture (without undue effort) whilst cavern diving 3.2 Negotiate the cave dive in a controlled and safe manner 3.3 Demonstrate personal abilities to conduct the cave dive 3.4 Demonstrate appropriate minimal impact techniques to minimise damage to the environment whilst cave diving 3.5 Demonstrate a range of cave diving techniques to negotiate features of a water-filled cave 3.6 Demonstrate effective buoyancy control 3.7 Demonstrate effective anti-silting techniques
4 Avoid cave diving hazards	4.1 Identify the types of hazards encountered whilst cave diving 4.2 Plan for hazards where they exist 4.3 Identify specific hazards in individual caves
5 Apply cave diving safety procedures	5.1 Use effective communication techniques to implement safety systems 5.2 Identify and apply strategies to reduce risk whilst cave diving
6 Use cave diving specific navigation skills	6.1 Use cave diving specific navigation aids to navigate through the cave 6.2 Demonstrate effective line placement and use of a cave reel
7 Manage stressful situations	7.1 Identify likely sources of stress 7.2 Demonstrate personal ability and techniques to deal with stressful situations
8 Apply buddy diving procedures	8.1 Demonstrate effective monitoring of buddy 8.2 Provide emergency gas to buddy

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
Anti-silting techniques	[all categories] • buoyancy control • propulsion techniques • gear management • body trim
Buoyancy control	[all categories] • correct weighting • hovering • controlled descent • controlled ascent • level swimming in correct posture
Communication techniques	[all categories] • hand signals • light signals • line signals • torch signals • written notes
Dive plan	[all categories] • the objectives of the dive • planned maximum time and depth • gas consumption • appropriate gas rules • planned turn around • emergency procedures • roles and sequence of divers within the group (including buddy relationships) • communication signals that are to be used • decompression requirements • staging cylinders • safety and decompression supplies
Features	[six categories] • squeezes • rock-piles • sumps

	• streams • water pools • thermoclines • haloclines • silty floors • loose roofs • speleothems • bones • fossils • other diving equipment • fixed lines • survey stations • dumped rubbish in the cave • current
Group equipment	[all categories] • may include, but not be limited to ○ shot-lines ○ decompression or safety tanks ○ emergency first aid equipment, eg, first aid kit, oxygen and delivery system
Hazards	[all categories relevant to locality] • rock piles • unstable roof • changed surface weather conditions • phobias • darkness • water depth • decompression • entanglement • current • line traps
Line placement	• tying, wrapping or placing the line at appropriate intervals on appropriate features to maintain a safe and easily followed route through the cave
Minimal impact techniques	[all categories] • avoiding sensitive areas • keeping to marked routes • carrying containers for removal of foreign and human waste material after the dive is completed • avoiding guideline tie offs to cave features such as stromatolites • different propulsion techniques ○ Frog kick ○ flutter kick ○ finger glide ○ roof walking

Navigation aids	[all categories relevant to locality] • cave map • survey markers • compass • water flow • trogged paths • fixed guidelines and markers • guidelines placed by the diving party • shapes of the cave in front and behind the party to assist an exit along the same route • knowledge of the cave
Personal abilities	[six categories] • clearing a flooded mask • changing regulators • anti-silting techniques • buoyancy control • propulsion techniques • correct posture • equipment management
Personal equipment	[all categories necessary for location] • cave diving helmet • appropriate thermal protection such as a wetsuit or dry suit • bottom timer • diving computer • mask • fins • knife • compass • depth gauge • buoyancy compensator • weights • regulators • breathing gas cylinders • backup gas system • lighting systems • backup lighting system • cave diving reels set up with appropriate line for the site • guidelines • decompression schedules • diving slate and pencil
Sources of stress	[all categories] • light failure • lost buddy • out of air situation • silt out • lost line

	• cold water • narcosis • dislodged mask
Strategies to reduce risk	[all categories] • pre-dive buddy and personal checks • use of low silting propulsion techniques • use of continuous guidelines to the surface • use of redundant breathing gas and regulator supplies
Techniques to deal with stressful situations	[all categories] • location and use of backup light or breathing supply • buddy or octopus breathing with buddy • line search • controlled exit from the dive • techniques to regain composure (relaxation or breathing techniques) • analytical problem solving
Underwater breathing system	[one category] • redundant side mounted scuba • redundant back mounted scuba • manifold scuba systems
Use of cave reel	[all categories] • deploying and retrieving the line • maintaining appropriate tension to avoid tangles • locking or unlocking the reel as appropriate

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 broad range of cave diving techniques and safety practices, to dive safely and efficiently in caves to a maximum depth of 20m - Assessment of performance should be over a minimum of three (3) separate cave dives, each of a minimum of 20 minutes including a variety of caves, covering the prescribed number of categories from the Range Statements that are applicable to caves in the vicinity of the learners environment
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCVE015A Demonstrate cavern diving skills - SROSCB003A Complete night dives - 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 - Training and extensive experience in scuba diving - Caving techniques - Caving specific navigation - Australian Speleological Federation Cave Safety Guidelines - Australian Speleological Federation Code of Ethics and Conservation - Australian Speleological Federation Minimal Impact Caving Code - Australian Speleological Federation Cave Diving Code of Practice - Appropriate clothing - Equipment use - Cave access and permit requirements - Knowledge of different types of caves - Communication techniques suitable for cave diving environments - Required skills - SCUBA diving techniques to dive safely and efficiently - Caving techniques to move effectively through a cave - Observation of cave features and caving parties actions - Communication of procedures with caving party - Problem solving to reduce hazards
Resource implications	- Physical resources - assessment of this competency requires access to - caving equipment - helmets - torches - maps - compasses - SCUBA equipment - masks - fins - weight belt - Buoyancy Control Device (BCD)

	▪ tanks ▪ dive computer ○ a minimum of two (2) suitable locations for the conduct of cave diving 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 (i.e., SROCVE016A) ○ 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 cave dives, each of a minimum of 20 minutes including a variety of caves, in order to ensure consistency of performance over the Range Statements and contexts applicable to cave diving
Context for assessment	• This unit of competency must be assessed in the context of a cave diving 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	3	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 - Collecting information on the proposed dive site • Communicating ideas and information - Communicating with buddy whilst taking part in the dive • Planning and organising activities - Formulating a dive plan • Working with teams and others - Diving with a buddy at all times • Using mathematical ideas and techniques - Calculating gas consumption for diving plan • Solving problems - Providing emergency gas to buddy • Using technology - Using a dive computer/dive tables and bottom timer to assist with dive plan Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE017A	DEMONSTRATE SINKHOLE DIVING SKILLS
CVE	Caving

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

This unit covers the knowledge and skills required to sinkhole dive in flooded caverns of a depth greater than 20m. Conducted at safe partial pressures of the individual gases within the breathing gas mixture consumed. Other competencies such as demonstrating caving skills, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use sinkhole diving equipment	1.1 Identify and fit personal equipment correctly so as to be streamlined and avoid snagging points 1.2 Check personal equipment for serviceability prior to the dive 1.3 Identify and fit group equipment correctly 1.4 Use underwater breathing systems appropriately
2 Plan a deep dive	2.1 Obtain available information on the site 2.2 Formulate a dive plan for the dive 2.3 Identify and plan for decompression hazards 2.4 Convey the dive plan to the rest of the dive team 2.5 Adhere to the dive plan
3 Demonstrate correct sinkhole diving technique	3.1 Demonstrate correct posture (without undue effort) whilst sinkhole diving 3.2 Negotiate the sinkhole dive in a controlled and safe manner 3.3 Demonstrate personal abilities to conduct the sinkhole dive 3.4 Demonstrate appropriate minimal impact techniques to minimise damage to the environment whilst sinkhole diving 3.5 Demonstrate a range of sinkhole diving techniques to negotiate features of a water-filled sinkhole 3.6 Demonstrate effective buoyancy control 3.7 Demonstrate effective anti-silting techniques
4 Avoid sinkhole diving hazards	4.1 Identify the types of hazards encountered whilst sinkhole diving 4.2 Plan for hazards (where they exist) 4.3 Identify specific hazards in individual sinkholes
5 Apply sinkhole diving safety procedures	5.1 Use effective communication techniques to implement safety systems 5.2 Identify and apply strategies to reduce risk whilst sinkhole diving
6 Use sinkhole diving specific navigation skills	6.1 Use sinkhole diving specific navigation aids to navigate through the cavern 6.2 Demonstrate effective line placement and use of a cave reel
7 Manage stressful situations	7.1 Identify likely sources of stress 7.2 Demonstrate personal ability and techniques to deal with stressful situations
8 Apply buddy diving procedures	8.1 Demonstrate effective monitoring of buddy 8.2 Provide emergency gas to buddy

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
Anti-silting techniques	[all categories] • buoyancy control • propulsion techniques • gear management • body trim
Buoyancy control	[all categories] • correct weighting • hovering • controlled descent • controlled ascent • level swimming in correct posture
Communication techniques	[all categories] • hand signals • light signals • line signals • torch signals • written notes
Dive plan	[all categories] • the objectives of the dive • planned maximum time and depth • gas consumption • appropriate gas rules • planned turn around • emergency procedures • roles and sequence of divers within the group • including buddy relationships • communication signals that are to be used • decompression requirements
Features	[all categories relevant to locality] • rock-piles • thermoclines • haloclines • flora and fauna in the cavern • silty floors

	• loose roofs • speleothems • bones • fossils • other diving equipment • fixed lines • survey stations • dumped rubbish in the sinkhole • current
Group equipment	[all categories] • may include, but not be limited to ○ shot-lines ○ decompression or safety tanks ○ emergency first aid equipment ▪ first aid kit ▪ oxygen ▪ delivery system
Hazards	[all categories relevant to locality] • rock piles • fauna in sea caverns • flora, eg, aquatic plants • unstable roof • changed surface weather conditions • phobias • darkness • water depth • decompression • entanglement • current
Line placement	• tying, wrapping or placing the line at appropriate intervals on appropriate features to maintain a safe and easily followed route through the sinkhole
Minimal impact techniques	[all categories] • avoiding sensitive areas • keeping to marked routes • carrying containers for removal of foreign and human waste material after the dive is completed • avoiding guideline tie offs to sinkhole features such as stromatolites • different propulsion techniques, eg, Frog kick, flutter kick, finger glide
Navigation aids	[all categories relevant to locality] • sinkhole map • survey markers • compass • water flow • trogged paths

	• fixed guidelines and markers • guidelines placed by the diving party • shapes of the sinkhole in front and behind the party to assist an exit along the same route • knowledge of the sinkhole
Personal abilities	[six categories] • clearing a flooded mask • changing regulators • anti-silting techniques • buoyancy control • propulsion techniques • correct posture • equipment management
Personal equipment	[all categories necessary for location] • cave diving helmet • appropriate thermal protection such as a wetsuit or dry suit • bottom timer • diving computer • mask • boots • fins • knife • compass • depth gauge • buoyancy compensator • weights • regulators • breathing gas cylinders • lighting systems • cave diving reels set up with appropriate line for the site • guidelines • decompression schedules • diving slate and pencil
Sources of stress	[all categories] • light failure • lost buddy • out of air situation • silt out • lost line • cold water • narcosis • dislodged mask
Strategies to reduce risk	[all categories] • pre-dive buddy and personal checks • use of low silting propulsion techniques

	• use of continuous guidelines to the surface • use of redundant breathing gas and regulator supplies • use of backup lights • monitoring depth and time exposures • use of shot-lines and decompression or safety tanks
Techniques to deal with stressful situations	[all categories] • location and use of backup light or breathing supply • buddy or octopus breathing with buddy • controlled exit from the dive • emergency ascent • techniques to regain composure (relaxation or breathing techniques) • analytical problem solving
Underwater breathing systems	[one category] • redundant side mounted scuba • redundant back mounted scuba • manifolded scuba systems
Use of cave reel	[all categories] • deploying and retrieving the line • maintaining appropriate tension to avoid tangles • locking or unlocking the reel as appropriate

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 broad range of sinkhole diving techniques and safety practices, to dive safely and efficiently in sinkholes of a depth greater than 20m but less than 40m • Assessment of performance should be over two (2) different sites with a minimum of three (3) dives (minimum total dive time of 90 minutes), covering the prescribed number of categories from the Range Statements that are applicable to caves in the vicinity of the learners environment • In particular, assessment must confirm the ability to apply the ○ Australian Speleological Federation Cave Diving Code of Practice ○ Australian Speleological Federation Cave Safety Guidelines ○ Australian Speleological Federation Code of Ethics and Conservation and ○ Australian Speleological Federation Minimal Impact Caving Code ○ range of techniques to negotiate a water-filled sinkhole causing minimal environmental impact
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCVE016A Demonstrate cave diving 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Training and extensive experience in scuba diving ○ Caving techniques ○ Caving specific navigation ○ Australian Speleological Federation Cave Safety Guidelines ○ Australian Speleological Federation Code of Ethics and Conservation ○ Australian Speleological Federation Minimal Impact Caving Code ○ Australian Speleological Federation Cave Diving Code of Practice ○ Appropriate clothing ○ Equipment use ○ Cave access and permit requirements ○ Knowledge of different types of caves ○ Communication techniques suitable for cave diving environments • Required skills ○ Scuba diving techniques to dive safely and efficiently ○ Caving techniques to move effectively through a cave ○ Observation of cave features and caving parties actions ○ Communication of procedures with caving party ○ Problem solving to reduce hazards
Resource implications	• Physical resources - assessment of this competency requires access to ○ caving equipment ▪ helmets ▪ torches ▪ maps

	▪ compasses ○ scuba equipment ▪ masks ▪ fins ▪ weight belt ▪ Buoyancy Control Device (BCD) ▪ tanks ▪ dive computer ○ a minimum of two (2) suitable locations for the conduct of sinkhole diving activities (should include at least one fresh water 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 (i.e., SROCVE017A) ○ 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 two (2) different sites with a minimum of three (3) dives (minimum total dive time of 90 minutes), in order to ensure consistency of performance over the Range Statements and contexts applicable to demonstrating sinkhole diving skills
Context for assessment	• This unit of competency must be assessed in the context of a sinkhole diving 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	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 dive site • Communicating ideas and information - Communicating with buddy whilst taking part in the dive • Planning and organising activities - Formulating a dive plan • Working with teams and others - Diving with a buddy at all times • Using mathematical ideas and techniques - Calculating gas consumption for diving plan • Solving problems - Providing emergency gas to buddy • Using technology - Using a dive computer/dive tables and bottom timer to assist with dive plan Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE018A	DEMONSTRATE SUMP DIVING SKILLS
CVE	Caving

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

This unit covers the knowledge and skills required to apply specific sump diving skills used in flooded cave systems where independent negotiation of underwater restrictions may be required. This may include solo diving in situations where no access to the buddy is possible due to cave features, visibility or communication difficulties. Other competencies such as demonstrating caving skills, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use sump diving equipment	1.1 Identify and fit personal equipment correctly while making appropriate considerations 1.2 Identify and use group equipment correctly 1.3 Use underwater breathing systems appropriately
2 Plan a sump dive	2.1 Obtain available information on the site 2.2 Formulate a dive plan for the dive 2.3 Identify and plan for decompression hazards 2.4 Convey the dive plan to the rest of the dive team 2.5 Adhere to the dive plan
3 Demonstrate correct sump diving technique	3.1 Demonstrate correct posture (without undue effort) whilst sump diving 3.2 Negotiate the sump dive in a controlled and safe manner 3.3 Demonstrate personal abilities to conduct the sump dive 3.4 Demonstrate appropriate minimal impact techniques to minimise damage to the environment whilst sump diving 3.5 Demonstrate appropriate techniques to transport equipment through the dry cave with minimal impact 3.6 Demonstrate a range of cave diving techniques to negotiate features of a water-filled cave 3.7 Demonstrate effective buoyancy control 3.8 Demonstrate effective anti-silting techniques 3.9 Demonstrate effective gas consumption, and knowledge of appropriate gas rules
4 Avoid sump diving hazards	4.1 Identify the types of hazards encountered whilst sump diving 4.2 Plan for hazards (where they exist) 4.3 Identify specific hazards in individual caves 4.4 Demonstrate techniques to manage a victim of an accident
5 Apply sump diving safety procedures	5.1 Use effective communication techniques to implement safety systems 5.2 Identify and apply strategies to reduce risk whilst sump diving
6 Use sump diving specific navigation skills	6.1 Use sump diving specific navigation aids to navigate through the cave 6.2 Demonstrate effective line placement and use of a cave reel
7 Manage stressful situations	7.1 Identify likely sources of stress 7.2 Demonstrate personal ability and techniques to deal with stressful situations

8 Apply independent or solo diving procedures	8.1 Demonstrate effective monitoring of personal equipment 8.2 Demonstrate access to emergency gas
9 Negotiate restrictions	9.1 Apply techniques to negotiate restrictions 9.2 Demonstrate strategies to escape from a restriction

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
Anti-silting techniques	[all categories] • buoyancy control • propulsion techniques • gear management • body trim
Buoyancy control	[all categories] • correct weighting • hovering • controlled descent • controlled ascent • level swimming in correct posture • demonstration of positive or negative buoyancy for specific circumstances, eg, to pass through a low flooded passage, or to stay on a roof to arrange tangled equipment, without disturbing a silty floor
Communication techniques	[all categories] • hand signals • light signals • line signals • torch signals • written notes
Considerations	[all categories applicable to dive] • the weight of the cylinders • isolation of the sump • size and shape of the passage • water temperature • air temperature • length of dive • jaggedness and hardness of the cave walls • visibility • activity to be conducted on other side of sump • non-diving support team members to carry heavy equipment • elevated carbon dioxide (foul air)
Dive plan	[all categories] • the objectives of the dive

	- planned maximum time and depth - gas consumption - appropriate gas rules - planned turn around - emergency procedures - roles and sequence of divers within the group, including buddy relationships - communication signals that are to be used - decompression requirements
Dive team	[all categories applicable to the dive] - other sump divers - cavers in support roles to the sump exploration - other surface based personnel
Features	[all categories relevant to locality] - squeezes - rock-piles - sumps - streams - water pools - thermoclines - haloclines - silty floors - loose roofs - speleothems - bones - fossils - other diving equipment - fixed lines - survey stations - dumped rubbish in the cave - current
Group equipment	[all categories] - may include, but not be limited to - shot-lines - decompression or safety tanks - emergency first aid equipment - first aid kit - oxygen - delivery system
Hazards	[all categories relevant to locality] - rock piles - unstable roof - changed surface weather conditions - phobias - darkness

	• water depth • decompression • entanglement • current
Line placement	• tying, wrapping or placing the line at appropriate intervals on appropriate features to maintain a safe and easily followed route through the cave
Minimal impact techniques	[all categories] • avoiding sensitive areas • keeping to marked routes • carrying containers for removal of foreign and human waste material after the dive is completed • avoiding guideline tie offs to cave features such as stromatolites • different propulsion techniques, eg, Frog kick, flutter kick, finger glide
Navigation aids	[all categories relevant to locality] • cave map • survey markers • compass • water flow • trogged paths • fixed guidelines and markers • guidelines placed by the diving party • shapes of the passage in front and behind the party to assist an exit along the same route • knowledge of the cave
Personal abilities	[all categories relevant to locality] • clearing a flooded mask • changing regulators • anti-silting techniques • buoyancy control • propulsion techniques • correct posture • equipment management • digging • walking or crawling on the floor of a flooded passage
Personal equipment	[all categories necessary for locality] • sump diving helmet • appropriate thermal protection such as a wetsuit or dry suit • bottom timer • diving computer • mask • boots • fins • knife

	• compass • depth gauge • buoyancy compensator • weights • regulators • breathing gas cylinders • backup gas systems • lighting systems • backup lighting system • cave diving reels set up with appropriate line for the site • guidelines • decompression schedules • diving slate and pencil • dry caving equipment
Sources of stress	[all categories] • light failure • lost buddy • out of air situation • silt out • lost line • cold water • narcosis • dislodged mask
Strategies to reduce risk	[all categories] • pre-dive buddy and personal checks • use of low silting propulsion techniques • use of continuous guidelines to the surface • use of redundant breathing gas and regulator supplies
Techniques to deal with stressful situations	[all categories] • location and use of backup light or breathing supply • buddy or octopus breathing with buddy • line search • controlled exit from the dive • techniques to regain composure (relaxation or breathing techniques) • analytical problem solving
Underwater breathing systems	[one category] • redundant side mounted scuba • redundant back mounted scuba • manifolded scuba systems • re-breather systems
Use of a cave reel	[all categories] • deploying and retrieving the line

	• maintaining appropriate tension to avoid tangles • locking or unlocking the reel as appropriate

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 broad range of sump diving techniques and safety practices, to dive safely and efficiently in sumps • Assessment of performance should be over a minimum of three (3) separate sump dives, each of a minimum of 20 minutes including a variety of sumps, covering the prescribed number of categories from the Range Statements that are applicable to sumps in the vicinity of the learners environment • In particular, assessment must confirm the ability to ○ dive in sumps where there is low visibility water ○ independently dive a sump within a cave where restrictions are likely to occur
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCVE016A Demonstrate cave diving 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Training and extensive experience in scuba diving ○ Caving techniques ○ Caving specific navigation ○ Australian Speleological Federation Cave Safety Guidelines ○ Australian Speleological Federation Code of Ethics and Conservation ○ Australian Speleological Federation Minimal Impact Caving Code ○ Australian Speleological Federation Cave Diving Code of Practice ○ Appropriate clothing ○ Equipment use ○ Cave access and permit requirements ○ Knowledge of different types of caves ○ Communication techniques suitable for cave diving environments • Required skills ○ Scuba diving techniques to dive safely and efficiently ○ Caving techniques to move effectively through a cave ○ Observation of cave features and caving parties actions ○ Communication of procedures with caving party ○ Problem solving to reduce hazards
Resource implications	• Physical resources - assessment of this competency requires access to ○ caving equipment ▪ helmets ▪ torches ▪ maps ▪ compasses ○ SCUBA equipment ▪ masks

	▪ fins ▪ weight belt ▪ BCD ▪ tanks ▪ dive computer ○ a minimum of two (2) suitable locations for the conduct of sump diving activities (should include at least one fresh water 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 (i.e., SROCVE018A) ○ 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 sump dives, each of a minimum of 20 minutes including a variety of sumps, in order to ensure consistency of performance over the Range Statements and contexts applicable to sump diving
Context for assessment	• This unit of competency must be assessed in the context of a sump diving 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	3	2	2	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 on the proposed dive site • Communicating ideas and information - Communicating with buddy whilst taking part in the dive • Planning and organising activities - Formulating a dive plan • Working with teams and others - Diving with a buddy at all times • Using mathematical ideas and techniques - Calculating gas consumption for diving plan • Solving problems - Providing emergency gas to buddy • Using technology - Using a dive computer/dive tables and bottom timer to assist with dive plan Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE019A	DEMONSTRATE ADVANCED CAVE DIVING SKILLS
CVE	Caving

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

This unit covers the knowledge and skills required to apply advanced cave diving skills, including diving in extended cave systems, or exploring new sections of cave. Other competencies such as demonstrating caving skills, are defined in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Select, fit and use cave diving equipment	1.1 Identify and fit personal equipment correctly so as to be streamlined and avoid snagging points 1.2 Check personal equipment for serviceability prior to the dive 1.3 Identify and fit group equipment correctly 1.4 Use underwater breathing systems for extended exploration of cave systems appropriately
2 Plan a cave dive	2.1 Obtain available information on the site 2.2 Formulate a dive plan for the dive 2.3 Identify and plan for decompression hazards 2.4 Convey the dive plan to the rest of the dive team 2.5 Adhere to the dive plan
3 Demonstrate correct cave diving technique	3.1 Demonstrate correct posture (without undue effort) whilst cave diving 3.2 Negotiate the cave dive in a controlled and safe manner 3.3 Demonstrate personal abilities to conduct the cave dive 3.4 Demonstrate appropriate minimal impact techniques to minimise damage to the environment whilst cave diving 3.5 Demonstrate a range of cave diving techniques to negotiate features of a water-filled cave 3.6 Demonstrate effective buoyancy control 3.7 Demonstrate effective anti-silting techniques
4 Avoid cave diving hazards	4.1 Identify the types of hazards encountered whilst cave diving 4.2 Plan for hazards (where they exist) 4.3 Identify specific hazards in individual caves
5 Apply cave diving safety procedures	5.1 Use effective communication techniques to implement safety systems 5.2 Identify and apply strategies to reduce risk whilst cave diving
6 Use cave diving specific navigation skills	6.1 Use cave diving specific navigation aids to navigate through the cave 6.2 Demonstrate effective line placement and use of a cave reel 6.3 Demonstrate the use of a jump reel 6.4 Demonstrate navigation in a cave system with numerous lines
7 Manage stressful situations	7.1 Identify likely sources of stress 7.2 Demonstrate personal ability and techniques to deal with stressful situations
8 Apply buddy diving procedures	8.1 Demonstrate effective monitoring of buddy 8.2 Provide emergency gas to buddy

9 Apply cave diving skills for extended cave systems or exploration	9.1 Under water cave <i>exploration techniques</i> are described 9.2 Under water cave <i>exploration techniques</i> are demonstrated

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
Anti-silting techniques	[all categories] • buoyancy control • propulsion techniques • gear management • body trim
Buoyancy control	[all categories] • correct weighting • hovering • controlled descent • controlled ascent • level swimming in correct posture • demonstration of positive or negative buoyancy for specific circumstances, eg, to pass through a low flooded passage, or to stay on a roof to arrange tangled equipment without disturbing a silty floor
Communication techniques	[all categories] • hand signals • light signals • line signals • torch signals • written notes
Dive plan	[all categories] • the objectives of the dive • planned maximum time and depth • gas consumption • appropriate gas rules • planned turn around • emergency procedures • roles and sequence of divers within the group, including buddy relationships • communication signals that are to be used • decompression requirements • staging cylinders • safety and decompression supplies
Exploration techniques	[one category]

	• mapping the cave • "pushing leads" at the extents of the known cave • safe effective use of a Diver Propulsion Vehicle (DPV) in a cave
Features	[all categories relevant to locality] • squeezes • rock-piles • sumps • streams • water pools • thermoclines • haloclines • silty floors • loose roofs • speleothems • bones • fossils • other diving equipment • fixed lines • survey stations • dumped rubbish in the sinkhole • current
Group equipment	[all categories] • may include, but not be limited to ○ shot-lines ○ decompression or safety tanks ○ emergency first aid equipment ▪ first aid kit ▪ oxygen ▪ delivery system
Hazards	[all categories relevant to locality] • rock piles • unstable roof • changing surface weather conditions • phobias • darkness • water depth • decompression • entanglement • current
Line placement	• tying, wrapping or placing the line at appropriate intervals on appropriate features to maintain a safe and easily followed route through the cave
Minimal impact techniques	[all categories] • avoiding sensitive areas • keeping to marked routes

	• carrying containers for removal of foreign and human waste material after the dive is completed • avoiding guideline tie offs to cave features such as stromatolites • different propulsion techniques, eg, Frog kick, flutter kick, finger glide, roof walking
Navigation aids	[all categories relevant to locality] • cave map • survey markers • compass • water flow • trogged paths • fixed guidelines and markers • guidelines placed by the diving party • shapes of passages in front and behind the party to assist an exit along the same route • knowledge of the cave
Personal abilities	[six categories] • clearing a flooded mask • changing regulators • anti-silting techniques • buoyancy control • propulsion techniques • correct posture • equipment management including carrying, picking up and dropping off stage bottles
Personal equipment	[all categories necessary for locality] • cave diving helmet • appropriate thermal protection such as a wetsuit or dry suit • bottom timer • diving computer • mask • boots • fins • knife • compass • depth gauge • buoyancy compensator • weights • regulators • breathing gas cylinders • back up gas cylinders • lighting systems • back up lighting system • cave diving reels set up with appropriate line for the site • guidelines • decompression schedules • diving slate and pencil • dry caving equipment

	• stage cylinders • safety and decompression supplies
Sources of stress	[all categories] • light failure • lost buddy • out of air situation • silt out • lost line • cold water • narcosis • dislodged mask
Strategies to reduce risk	[all categories] • pre-dive buddy and personal checks • use of low silting propulsion techniques • use of continuous guidelines to the surface • use of redundant breathing gas and regulator supplies • use of backup lights
Techniques to deal with stressful situations	[all categories] • location and use of backup light or breathing supply • buddy or octopus breathing with buddy • line search • controlled exit from the dive • techniques to regain composure (relaxation or breathing techniques) • analytical problem solving
Underwater breathing systems	[two categories] • multiple redundant scuba • staged scuba cylinders rigged and placed within the cave • re-breather systems • mixed gas scuba
Use of cave reel	[all categories] • deploying and retrieving the line • maintaining appropriate tension to avoid tangles • locking or unlocking the reel as appropriate

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 broad range of advanced cave diving techniques and safety practices • Assessment of performance should be over a minimum of three (3) separate cave dives, each of a minimum of 20 minutes including a variety of caves, covering the prescribed number of categories from the Range Statements that are applicable to caves in the vicinity of the learners environment • In particular, assessment must confirm the ability to ◦ dive in extended cave systems, or explore and document flooded caves
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ◦ SROCVE016A Demonstrate cave diving 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) ◦ Nil
Required knowledge and skills	• Required knowledge ◦ Training and extensive experience in scuba diving ◦ Caving techniques ◦ Caving specific navigation ◦ Australian Speleological Federation Cave Safety Guidelines ◦ Australian Speleological Federation Code of Ethics and Conservation ◦ Australian Speleological Federation Minimal Impact Caving Code ◦ Australian Speleological Federation Cave Diving Code of Practice ◦ Appropriate clothing ◦ Equipment use ◦ Cave access and permit requirements ◦ Knowledge of different types of caves ◦ Communication techniques suitable for cave diving environments • Required skills ◦ Scuba diving techniques to dive safely and efficiently ◦ Caving techniques to move effectively through a cave ◦ Observation of cave features and caving parties actions ◦ Communication of procedures with caving party ◦ Problem solving to reduce hazards
Resource implications	• Physical resources - assessment of this competency requires access to ◦ caving equipment ▪ helmets ▪ torches ▪ maps ▪ compasses ◦ scuba equipment ▪ masks ▪ fins ▪ weight belt

	▪ Buoyancy Control Device (BCD) ▪ tanks ▪ dive computer ○ a minimum of two (2) suitable locations for the conduct of advanced/extended cave diving activities (should include at least one fresh water 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 (i.e., SROCVE019A) ○ 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 cave dives, each of a minimum of 20 minutes including a variety of caves, in order to ensure consistency of performance over the Range Statements and contexts
Context for assessment	• This unit of competency must be assessed in the context of an advanced cave diving 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 should still 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	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 on the proposed dive site • Communicating ideas and information - Communicating with buddy whilst taking part in the dive • Planning and organising activities - Formulating a dive plan • Working with teams and others - Diving with a buddy at all times • Using mathematical ideas and techniques - Calculating gas consumption for diving plan • Solving problems - Providing emergency gas to buddy • Using technology - Using a dive computer/dive tables and bottom timer to assist with dive plan Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE020A	GUIDE HORIZONTAL CAVING TRIPS
CVE	Caving

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 caving activity in a horizontal cave.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a caving 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 cave 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 (including checking/replacing batteries in torches) 2.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the participant and the cave 2.3 Check safety equipment to ensure suitability to the group and the cave
3 Brief clients	3.1 Communicate clearly the aims 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 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 cave 4.3 Monitor individual client's performance and needs 4.4 Evaluate caving conditions 4.5 Monitor weather conditions (where applicable) 4.6 Evaluate implications of weather signs on caving plans (where applicable) 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 caving activity safely	5.1 Provide clear and concise direction and advice to group during the activity 5.2 Monitor the progress of the group 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, including client feedback, all aspects of activity organisation and conduct 7.3 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
Contextual issues	[all relevant categories] • time of day • season • weather • features of the cave • experience of clients • age of clients • physical health of clients • number of staff • personal experience • length of cave • personal requirements • safety requirements
Equipment	[all categories] • appropriate clothing and footwear • helmet • torch
Hazards	[all categories relevant to location] • rock piles • fauna • flora (eg, fungal spores) • sharp edges • water • unstable floor or roof • weather conditions • phobias • vertical pitch • elevated carbon dioxide levels (foul air) • clients becoming separated from the group • clients suffering from claustrophobia
Safety equipment	[all categories] • first aid kit • whistle • spare torches and/or batteries • map and compass

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 caving activity with clients, in a horizontal cave 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 caving activity in a horizontal cave • 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 caving 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) ○ SROODR005A Guide outdoor recreation sessions ○ SRXRIK001A Undertake risk analysis of activities ○ SROCVE001A Move through a cave with minimal impact ○ SROCVE002A Navigate in caves • 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 ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant state legislation impacting on caving 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 ○ First aid knowledge appropriate to location ○ Selection and use of equipment for abseil ○ Location knowledge • Required skills ○ Personal caving skills to a negotiate horizontal caves with confidence ○ 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 caving site suitable for the client group - personal clothing - organisation policy and procedures - caving equipment - food and water - 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., SROCVE021A) - 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 caving activity in a horizontal cave
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 horizontal caving 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 long life batteries in torches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCVE021A	GUIDE VERTICAL CAVING TRIPS (SINGLE PITCH)
CVE	Caving

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 caving trip in caves with single pitch descents.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a caving 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 cave 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 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 cave 2.3 Check safety and rescue equipment to ensure suitability to the group and the cave
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/laddering, belaying and back-up belaying techniques (where appropriate) 3.5 Outline procedures for inversion and entrapment (where appropriate) 3.6 Establish a communication system for use during caving 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 cave 4.3 Monitor individual client's performance and needs 4.4 Evaluate caving conditions 4.5 Monitor weather conditions (where applicable) 4.6 Evaluate implications of weather signs on caving plans (where applicable) 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 Guide a caving 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/caving ladders (and belay ropes, if applicable), ensuring ropes/ladders are positioned correctly for the proposed descent/ascent 5.4 Monitor appropriate abseiling/laddering, belaying and back-up belaying 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 7.3 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 • static belay, eg, crabs claws • bottom brake
Communication	[two categories] • verbal • whistles • torch signals
Contextual issues	[all categories] • time of day • season • weather • features of cave • experience of clients • age of clients • physical health of clients • number of staff • personal experience • length and depth of cave • personal requirements • safety requirements
Equipment	[all categories] • caving equipment ○ torches ○ ropes ○ rope protectors ○ slings ○ caving ladders ○ harnesses ○ descending devices ○ ascending devices ○ karabiners ○ mallion rapids • safety equipment ○ helmet ○ belay devices ○ first aid kit ○ spare torch batteries

	• rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops • artificial protection - if applicable ○ wires ○ nuts ○ cams ○ spring loaded camming device • appropriate clothing and footwear
Hazards	[all categories relevant to location] • may include ○ environmental hazards ▪ sharp/abrasive edges ▪ loose rocks/soil ▪ 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 ▪ caver getting too close to edge without a safety line ▪ caver abseiling too fast, caver getting tangled in a caving ladder, belayer(s) not paying attention ▪ client being careless with equipment ▪ clients becoming separated from the group ○ caver hazards ▪ loose clothing and 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 Statements.

Critical aspects of evidence to be considered	• Assessment must confirm sufficient knowledge of guiding a caving trip with clients, in a vertical cave, 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 caving trip in a vertical cave • 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 caving 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) ○ SROODR005A Guide outdoor recreation sessions ○ SRXRIK001A Undertake risk analysis of activities ○ SROCVE004A Apply single pitch abseiling skills in caves ○ SROCVE005A Rig a ladder pitch ○ SROCVE006A Apply laddering skills ○ SROCVE007A Use caving specific single rope techniques ○ SROCVE008A Rig ropes and establish belays in caves ○ SROVTR001A Perform vertical rescue • 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) ○ SROOPS005B Apply search and rescue skills
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 caving 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 and bottom belays ▪ self and instructor/other participant belays ○ Technical caving/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 caving ○ 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 caving site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ caving 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., SROCVE023A) ○ 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 vertical caving trip 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 vertical caving 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.						

SROCVE022A	INSTRUCT VERTICAL CAVING SKILLS (SINGLE PITCH)
CVE	Caving

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 caving activity in a cave with single pitch sections.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching caving skills	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 caving skills	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 caving session	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 caving 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 caving 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 caving activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to caving 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 caving 6.3 Identify minimal impact practices appropriate to caving, 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 caving, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a caving activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to caving, 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 caving 7.4 Demonstrate rescue techniques specific to caving, 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 caving 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 caving knowledge	9.1 Inform clients of locations, suitable to their skill level, for participating in caving 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 caving 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] • caving equipment ○ torches ○ ropes ○ rope protectors ○ slings ○ caving ladders ○ harnesses ○ descending devices ○ ascending devices ○ karabiners ○ mallion rapids • safety equipment ○ helmet ○ belay devices ○ first aid kit ○ spare torch batteries • 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 ○ flooding ○ 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 a caving 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 caving 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 caving 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 caving - 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) - BSZ404B 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 - SROCVE004A Apply single pitch abseiling skills in caves - SROCVE005A Rig a ladder pitch - SROCVE006A Apply ladder skills - SROCVE007A Use caving specific single rope techniques - SROCVE008A Rig ropes and establish belays in caves - SROVTR001A Perform vertical rescue - 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 caving - 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 caving skills • 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 ○ Caving 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 ○ caving equipment ▪ torches ▪ ropes ▪ rope protectors ▪ slings ▪ caving ladders ▪ harnesses ▪ descending devices ▪ ascending devices ▪ karabiners ▪ mallion rapids ○ safety equipment ▪ helmet ▪ belay devices ▪ first aid kit ▪ spare torch batteries ○ 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., SROCVE024A) ○ 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 caving skills
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of a caving 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.						

SROCVE023A	GUIDE VERTICAL CAVING TRIPS (MULTI PITCH)
CVE	Caving

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 caving trip in caves with multi pitch vertical sections.

ELEMENT	PERFORMANCE CRITERIA
1 Plan a caving 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 cave 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 cave 2.3 Check safety and rescue equipment to ensure suitability to the group and the cave
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/laddering and belaying techniques (where appropriate) 3.5 Outline procedures for inversion and entrapment 3.6 Establish a communication system for use during caving 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 cave 4.3 Monitor individual client's performance and needs 4.4 Evaluate caving conditions 4.5 Monitor weather conditions (where applicable) 4.6 Evaluate implications of weather signs on caving plans (where applicable) 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 caving trip safely	5.1 Establish safe areas and safety lines where necessary 5.2 Provide clear and concise direction and advice to group during the activity 5.3 Establish anchors and abseiling ropes/caving ladders (and belay ropes, if applicable), ensuring ropes/ladders are positioned correctly for the proposed descent/ascent 5.4 Monitor abseiling/laddering and belaying 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 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 relevant categories] • top belay • static belay, eg, crabs claws • bottom brake • self belay, eg, Prusik
Communication	[two categories] • verbal • whistles • torch signals
Contextual issues	[all categories] • time of day • season • weather • features of cave • experience of clients • age of clients • physical health of clients • number of staff • personal experience • length and depth of cave • personal requirements • safety requirements
Equipment	[all categories] • caving equipment ○ torches ○ ropes ○ rope protectors ○ slings ○ caving ladders ○ harnesses ○ descending devices ○ ascending devices ○ karabiners ○ mallion rapids • safety equipment ○ helmet ○ belay devices ○ first aid kit

	○ spare torch batteries • rescue equipment ○ knife ○ rescue pulley ○ spare Prusik loops • artificial protection - if applicable ○ wires ○ nuts ○ cams ○ spring loaded camming device • appropriate clothing and footwear
Hazards	[all categories relevant to location] • may include ○ environmental hazards ▪ sharp/abrasive edges ▪ loose rocks/soil ▪ 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 ▪ caver getting too close to edge without a safety line ▪ caver abseiling too fast ▪ caver getting tangled in a caving ladder, belayer(s) not paying attention ▪ client being careless with equipment ▪ clients becoming separated from the group) ○ caver hazards ▪ loose clothing and 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 Statements.

Critical aspects of evidence to be considered	- Assessment must confirm sufficient knowledge of guiding a caving trip with clients, in a vertical cave, 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 caving trip in a vertical cave - 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 caving 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) - SROCVE009A Rig ladders in complex situations - SROCVE010A Rig a complex pitch using caving specific techniques - SROCVE011A Demonstrate vertical caving skills - SROCVE012A Rig multi pitches in complex vertical cave systems - SROCVE013A Navigate in untrogged caves - SROCVE021A Guide vertical caving trips (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) - 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 caving 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 caving/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 caving ○ 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 caving site suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ caving 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., SROCVE023A) ○ 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 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 vertical caving trip 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 vertical caving 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.						

SROCVE024A	INSTRUCT VERTICAL CAVING SKILLS (MULTI PITCH)
CVE	Caving

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 caving activity in caves with multi pitch vertical sections.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching caving skills	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 caving skills	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 caving session	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 caving 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 caving 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 caving activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to caving 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 caving 6.3 Identify minimal impact practices appropriate to caving, 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 caving, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a caving activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to caving, 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 caving 7.4 Demonstrate rescue techniques specific to caving, 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 caving 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 caving knowledge	9.1 Inform clients of locations, suitable to their skill level, for participating in caving 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 caving 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] • caving equipment ○ torches ○ ropes ○ rope protectors ○ slings ○ caving ladders ○ harnesses ○ descending devices ○ ascending devices ○ karabiners ○ mallion rapids • safety equipment ○ helmet ○ belay devices ○ first aid kit ○ spare torch batteries • 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 ○ flooding ○ 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 a caving 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 caving 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 caving 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 caving - 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 - SROCVE009A Rig ladders in complex situations - SROCVE010A Rig a complex pitch using caving specific techniques - SROCVE011A Demonstrate vertical caving skills - SROCVE012A Rig multi pitches in complex vertical cave systems - SROCVE013A Navigate in untrogged caves - SROVTR002A Perform complex vertical rescues - SROCVE022A Instruct vertical caving skills (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) - 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 caving - 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 caving skills • 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 ○ Caving 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 ○ caving equipment ▪ torches ▪ ropes ▪ rope protectors ▪ slings ▪ caving ladders ▪ harnesses ▪ descending devices ▪ ascending devices ▪ karabiners ▪ mallion rapids ○ safety equipment ▪ helmet ▪ belay devices ▪ first aid kit ▪ spare torch batteries ○ 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., SROCVE024A) ○ 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 caving skills
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a caving 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.						

CYCLE TOURING

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AUR08666A	REPAIR BICYCLE WHEEL HUBS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to inspect, plan, safely repair and test, bicycle wheel hubs and to complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Inspect bicycle wheel hub	1.1 Inspect bicycle wheel hub for faults and worn or damaged components 1.2 Repairs required are determined by visual, aural, tactile inspection and measurements 1.3 Conditions found are compared with bicycle wheel hub specifications and customer use requirements 1.4 Repair options for bicycle wheel hub are identified following workplace procedures 1.5 Repairs required are documented and costed for customer approval 1.6 Customer approval is obtained and checked against repair work to be undertaken
2 Prepare for the repair of a bicycle wheel hub	2.1 Planned repair sequence and availability of required tools and equipment is determined 2.2 Planned repair sequence includes post repair testing and checking process 2.3 Prepare parts list and determine availability of replacement components 2.4 Tools and equipment are selected to meet job requirements 2.5 Tools and equipment are regularly checked to ensure they are in good working order 2.6 Tools and equipment are handled and used in accordance with Occupational Health & Safety requirements 2.7 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Repair and test bicycle wheel hub	3.1 Repair operation for bicycle wheel hub is performed according to plan 3.2 Repair operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle wheel hub specifications are checked following repair procedures 3.4 Repaired bicycle wheel hub is operated through full range, noting test results, including non-conformity 3.5 Repaired bicycle wheel hub checked, adjustments and alignments completed and unit prepared for delivery 3.6 Work site is cleared of waste and spills at regular intervals in accordance with enterprise procedures 3.7 Portable tools and equipment are stored in approved designated areas 3.8 Workplace records, customer file and warranty information updated, as required by enterprise 3.9 Accounts and invoices are prepared as required by enterprise

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
Sources of information/documents	may include • manufacturer specifications • enterprise operating procedures • product manufacturer specifications • customer requirements • industry/workplace codes of practice
Occupational Health & Safety practices	must abide by • State/Industry Occupational Health & Safety legislation • Award provisions
Resources	may include • specific repair and general workshop equipment and tools • enterprise documentation and reporting systems • jigs and fixtures
Methods	should be applied under normal operating conditions and include • on and off site repairs • repair and manual adjustments of wheel hubs and components • communicating with customers • documenting and reporting repairs
Specific requirements	• a range of bicycle wheel hub configurations requiring repair
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 inspect, plan, safely repair and test, bicycle wheel hubs and to complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of repairing bicycle wheel hubs ○ gather information on bicycle wheel hubs ○ check bicycle wheel hubs for damage ○ plan bicycle wheel hub repair procedures ○ repair and adjust bicycle hubs
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 ○ Purpose and requirements of a bicycle hub and the relationship to suspension, wheels, drive train, frame and steering ○ The materials used in bicycle wheel hubs ○ The application of mechanical principles ○ Classification of bicycle wheel hubs and the identification of system components • Required skills ○ Use of tools and equipment
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 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 • The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable • The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR08670A	SERVICE BICYCLE WHEEL HUBS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to plan and safely service and test bicycle wheel hubs and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Gather information on bicycle wheel hub	1.1 Check customer requirements following workplace procedures 1.2 Confirm intended use of the unit being serviced by discussions with customer 1.3 Research bicycle wheel hub service requirements, access and check specifications 1.4 Check tools and equipment prior to use, for conformity with specifications and safe condition 1.5 Determine condition of system by visual, aural, tactile inspections and measurements 1.6 Compare found conditions with bicycle wheel hub specifications and customer use requirements
2 Prepare for the service of a bicycle wheel hub	2.1 Determine planned service sequence and availability of required tools and equipment 2.2 Include in planned service sequence, post service testing and checking process 2.3 Determine availability from materials list prepared and availability 2.4 Select tools and equipment to meet job requirements 2.5 Regularly check tools and equipment to ensure they are in good working order 2.6 Handle and use tools and equipment in accordance with Occupational Health and Safety requirements 2.7 Perform daily maintenance of tools and equipment as specified by enterprise
3 Service and test bicycle wheel hub	3.1 Perform service operation for bicycle wheel hub according to plan 3.2 Perform service operations using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Check customer requirements and bicycle wheel hub specifications following service procedures 3.4 Operate serviced bicycle wheel hub through full range, noting test results, including non-conformity 3.5 Check serviced bicycle wheel hub, complete adjustment and prepare unit for delivery 3.6 Store portable tools and equipment in approved designated areas 3.7 Update workplace records, customer file and warranty information as required by enterprise 3.8 Prepare accounts and invoices as required by enterprise

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
Range of contexts	applies to • disk • drum and coaster and internal foot brake hubs • loose ball • cage and roller bearings
Methods	should be applied under normal operating conditions and include • servicing on and off-site • servicing and manual adjustments of wheel hub components • communicating with customers • documenting and reporting on service
Occupational Health and Safety practices	must abide by • State/Industry Occupational Health and Safety legislation • Award provisions
Resources	may include • enterprise documentation and reporting systems • jigs and fixtures • specific service and general workshop equipment tools
Sources of information/documents	may include • manufacturers specifications • enterprise operating procedures • product manufacturer specifications • customer requirements • industry/workplace codes of practice
Specific requirements	• a range of bicycle hub configurations requiring servicing
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 safely service and test bicycle wheel hubs and complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of servicing bicycle wheel hubs ○ gather information on bicycle wheel hubs ○ test bicycle wheel hubs ○ plan bicycle wheel hub service procedures ○ service bicycle hubs
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 ○ Purpose and requirements of bicycle hub systems and their relationship to suspension, wheels, drive train, frame and steering ○ The materials used in bicycle wheel hubs ○ The application of mechanical principles ○ Classification of bicycle wheel hubs and the identification of system components • Required skills ○ Use of tools and equipment
Resources 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 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 • The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable • The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR12166A	REPAIR BICYCLE MECHANICAL BRAKING SYSTEMS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to inspect, plan, safely repair and test bicycle mechanical braking systems and to complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Inspect bicycle mechanical braking system	1.1 Inspect bicycle mechanical braking system for faults and worn or damaged components 1.2 Repairs required are determined by visual, aural, tactile inspections and measurements 1.3 Conditions found are compared with bicycle mechanical braking system specifications and customer use requirements 1.4 Repair options for mechanical braking system are identified following workplace procedures 1.5 Repairs required are documented and costed for customer approval 1.6 Customer approval obtained and checked against repair work to be undertaken
2 Prepare for the repair of a mechanical braking system	2.1 Plan repair sequence and availability of required tools and equipment determined 2.2 Plan repair sequence includes post repair testing and checking process 2.3 Parts list prepared and availability of replacement components determined 2.4 Additional personnel required to assist in the repair process identified and permission obtained 2.5 Tools and equipment are selected to meet job requirements 2.6 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.7 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Repair and test bicycle mechanical braking system	3.1 Repair operation for bicycle mechanical braking system performed according to plan 3.2 Repair operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle braking system specifications checked following repair procedures 3.4 Repaired bicycle braking system is operated through full range, noting test results, including non-conformity 3.5 Repaired bicycle mechanical braking system checked, adjustments completed and unit prepared for delivery 3.6 Work site is cleared of waste and spills at regular intervals in accordance with enterprise procedures 3.7 Portable tools and equipment are stored in approved designated areas. 3.8 Workplace records, customer file and warranty information updated, as required by enterprise 3.9 Accounts and invoices prepared as required by enterprise

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
Competency standard	applies to • RS&R streams applicable to cantilever, disc, internal coaster and drum brakes, composite material brake pads, mechanical linkages, manual adjustment and integrated brake and gear levers
Sources of information/documents	may include • manufacturer specifications • enterprise operating procedures • product manufacturer specifications • customer requirements • industry/workplace codes of practice
Occupational Health and Safety practices	must abide by • State/Industry Occupational Health and Safety legislation • Award provisions
Resources	may include • specific repair and general workshop equipment and tools • enterprise documentation and reporting systems • floor stands • workbench • pneumatic air tools
Methods	should be applied under normal operating conditions and include • on and off site repairs • repair and manual adjustments of mechanical braking system components • communicating with customers • documenting and reporting repairs
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 inspect, plan, safely repair and test bicycle mechanical braking systems and to complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of repairing bicycle mechanical braking systems ○ gather information on bicycle mechanical braking systems ○ check bicycle mechanical braking systems for damage and wear ○ plan bicycle mechanical braking systems repair procedures ○ repair bicycle mechanical braking 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Purpose and requirements of bicycle mechanical braking systems and their relationship to suspension, wheels, drive train, frame and steering ○ The materials used in bicycle mechanical braking systems ○ The application of mechanical principles ○ Classification of bicycle mechanical braking systems and the identification of system components • Required skills ○ Use of tools and equipment
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</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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR12170A	SERVICE BICYCLE MECHANICAL BRAKING SYSTEMS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to plan, and safely service and test bicycle mechanical braking systems and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Gather information on bicycle mechanical braking system	1.1 Customer requirements checked following workplace procedures 1.2 Intended use of the unit being serviced is confirmed by discussions with customer 1.3 Bicycle mechanical braking system service requirements researched, specifications accessed and checked 1.4 Tools and equipment checked prior to use, for conformity with specifications and safe condition 1.5 Condition of system is determined by visual, aural, tactile inspections and measurements 1.6 Conditions found are compared with bicycle mechanical braking system specifications and customer use requirements
2 Prepare for the service of a bicycle mechanical braking system	2.1 Plan service sequence and availability of required tools and equipment determined 2.2 Plan service sequence includes post service testing and checking process 2.3 Materials list prepared and availability determined 2.4 Tools and equipment are selected to meet job requirements. 2.5 Tools and equipment are regularly checked to ensure they are in good working order 2.6 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.7 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Service and test bicycle mechanical braking system	3.1 Service operation for bicycle mechanical braking system performed according to plan 3.2 Service operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle braking system specifications checked following service procedures 3.4 Serviced bicycle braking system is operated through its full range, noting test results, including non-conformity 3.5 Serviced bicycle mechanical braking system checked, adjustments completed and unit prepared for delivery 3.6 Portable tools and equipment are stored in approved designated areas 3.7 Workplace records, customer file and warranty information updated, as required by enterprise 3.8 Accounts and invoices prepared as required by enterprise

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
Competency standards	applies to • cantilever • disc • internal coaster and drum brakes • composite material brake pads • mechanical linkages • manual adjustment and integrated brake and gear levers
Sources of information/documents	may include • manufacturer specifications • enterprise operating procedures • product manufacturer specifications • customer requirements • industry/workplace codes of practice
Occupational Health and Safety practices	must abide by • State/Industry Occupational Health and Safety legislation • Award provisions
Resources	may include • specific service and general workshop equipment and tools • enterprise documentation and reporting systems • floor stands • workbench • pneumatic air tools
Methods	should be applied under normal operating conditions and include ○ specific service and general workshop equipment and tools ○ enterprise documentation and reporting systems ○ floor stands ○ workbench ○ pneumatic air tools
Specific requirements	• a range of bicycle mechanical braking unit configurations requiring servicing
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, safely service and test, bicycle mechanical braking systems and to complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of servicing bicycle mechanical braking systems ○ gather information on bicycle mechanical braking systems ○ test bicycle mechanical braking systems ○ plan bicycle mechanical braking systems service procedures ○ service mechanical braking 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Purpose and requirements of a bicycle mechanical braking systems and the relationship to suspension, wheels, drive train, frame and steering ○ The materials used in bicycle mechanical braking systems ○ The application of mechanical principles ○ Classification of bicycle mechanical braking systems and the identification of system components • Required skills ○ Use of tools and equipment
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</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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR12366A	REPAIR BICYCLE HYDRAULIC BRAKING SYSTEM
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to inspect, plan, and safely repair and test bicycle hydraulic braking systems and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Inspect bicycle hydraulic braking system	1.1 Inspect bicycle hydraulic braking system for faults and worn or damaged components 1.2 Repairs required are determined by visual, aural, tactile inspections and measurements 1.3 Conditions found are compared with bicycle hydraulic braking system specifications and customer use requirements 1.4 Repair options for hydraulic braking system are identified following workplace procedures 1.5 Repairs required are documented and costed for customer approval 1.6 Customer approval obtained and checked against repair work to be undertaken
2 Prepare for the repair of a bicycle hydraulic braking system	2.1 Plan repair sequence and availability of required tools and equipment determined 2.2 Plan repair sequence includes post repair testing and checking process 2.3 Parts list prepared and availability of replacement components determined 2.4 Additional personnel required to assist in the repair process identified and permission obtained 2.5 Tools and equipment are selected to meet job requirements 2.6 Tools and equipment are regularly checked to ensure they are in good working order 2.7 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.8 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Repair and test bicycle hydraulic braking system	3.1 Repair operation for bicycle hydraulic braking system performed according to plan 3.2 Repair operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle braking system specifications checked following repair procedures 3.4 Repaired bicycle braking system is operated through its full range, noting test results, including non-conformity 3.5 Repaired bicycle hydraulic braking system checked, adjustments completed and unit prepared for delivery 3.6 Work site is cleared of waste and spills at regular intervals in accordance with enterprise procedures 3.7 Portable tools and equipment are stored in approved designated areas 3.8 Workplace records, customer file and warranty information updated, as required by enterprise 3.9 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	RS&R streams applicable to master cylinder design, hydraulic lines and mechanical linkages, cantilever disc and drum brakes, composite material brake pads, hydraulic linkages, manual adjustment and integrated brake and gear levers.
Sources of information / documents	may include - manufacturer specifications - enterprise operating procedures - product manufacturer specifications - customer requirements - industry/workplace codes of practice
Occupational Health and Safety practices	must abide by - State/industry Occupational Health and Safety legislation - Award provisions
Resources	may include - specific repair and general workshop equipment and tools - enterprise documentation and reporting systems - floor stands - workbench - pneumatic air tools - area for safe testing of bicycle hydraulic braking system
Methods should be applied under normal operating conditions	including - on and off site repairs - repair and manual adjustments of hydraulic braking system components - communicating with customers - documenting and reporting repairs
Specific requirements	a range of bicycle hydraulic braking unit configurations requiring repair
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 inspect, plan, and safely repair and test bicycle hydraulic braking systems and complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of repairing bicycle hydraulic braking systems ○ gather information on bicycle hydraulic braking systems ○ check bicycle hydraulic braking systems ○ plan bicycle hydraulic braking systems repair procedures ○ repair hydraulic braking 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Purpose and requirements of bicycle hydraulic braking systems and the relationship to suspension, wheels, drive train, frame and steering ○ The materials and fluids used in bicycle hydraulic braking systems ○ The application of hydraulic principles ○ Classification of bicycle hydraulic braking systems and the identification of system components • Required skills ○ Use of tools and equipment
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</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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR12370A	SERVICE BICYCLE HYDRAULIC BRAKING SYSTEM
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to plan, and safely service and test, bicycle hydraulic braking systems and to complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Gather information on bicycle hydraulic braking system	1.1 Customer requirements checked following workplace procedures 1.2 Intended use of the unit being serviced is confirmed by discussions with customer 1.3 Bicycle hydraulic braking system service requirements researched, specifications accessed and checked 1.4 Tools and equipment checked prior to use, for conformity with specifications and safe condition 1.5 Condition of system is determined by visual, aural, tactile inspections and measurements 1.6 Conditions found are compared with bicycle hydraulic braking system specifications and customer use requirements
2 Prepare for the service of a bicycle hydraulic braking system	2.1 Plan service sequence and availability of required tools and equipment determined 2.2 Plan service sequence includes post service testing and checking process 2.3 Materials list prepared and availability determined 2.4 Tools and equipment are selected to meet job requirements 2.5 Tools and equipment are regularly checked to ensure they are in good working order 2.6 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.7 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Service and test bicycle hydraulic braking system	3.1 Service operation for bicycle hydraulic braking system performed according to plan 3.2 Service operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle braking system specifications checked following service procedures 3.4 Serviced bicycle braking system is operated through its full range, noting test results, including non-conformity 3.5 Serviced bicycle hydraulic braking system checked, adjustments completed and unit prepared for delivery 3.6 Portable tools and equipment are stored in approved designated areas 3.7 Workplace records, customer file and warranty information updated, as required by enterprise 3.8 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	master cylinder design, hydraulic lines and mechanical linkages, cantilever disc and drum brakes, composite material brake pads, hydraulic linkages, manual adjustment and integrated brake and gear levers
Sources of information / documents	may include - manufacturer specifications - enterprise operating procedures - product manufacturer specifications - customer requirements - industry/workplace codes of practice
Occupational Health and Safety practices	must abide by - State/industry Occupational Health and Safety legislation - Award provisions
Resources	may include - specific service and general workshop equipment and tools - enterprise documentation and reporting systems - floor stands - workbench - pneumatic air tools - area for safe testing of bicycle hydraulic braking system
Methods	include - on and off site servicing - servicing and manual adjustments of hydraulic braking system components - communicating with customers - documenting and reporting on service Methods should be applied under normal operating conditions
Specific requirements	a range of bicycle hydraulic braking unit configurations requiring service
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 safely service and test, bicycle hydraulic braking systems and to complete required documents - 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 - transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of servicing bicycle hydraulic braking systems - gather information on bicycle hydraulic braking systems - test bicycle hydraulic braking systems - plan bicycle hydraulic braking system service procedures - service bicycle hydraulic braking 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) - Nil
Required knowledge and skills	- Required knowledge - Purpose and requirements of bicycle hydraulic braking systems and their relationship to suspension, wheels, drive train, frame and steering - The materials used in bicycle hydraulic braking systems - The application of hydraulic principles - Classification of bicycle hydraulic braking systems and the identification of system components - Required skills - Use of tools and equipment
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</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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR14666A	REPAIR BICYCLE DRIVE TRAIN SYSTEMS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to inspect, plan, and safely repair and test bicycle drive train systems and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Inspect bicycle drive train system	1.1 Inspect bicycle drive train system for faults and worn or damaged components 1.2 Repairs required are determined by visual, aural, tactile inspections and measurements 1.3 Conditions found are compared with bicycle drive train system specifications and customer use requirements 1.4 Repair options for bicycle drive train system are identified following workplace procedures 1.5 Repairs required are documented and costed for customer approval 1.6 Customer approval obtained and checked against repair work to be undertaken
2 Prepare for the repair of a bicycle drive train system	2.1 Planned repair sequence and availability of required tools and equipment determined 2.2 Planned repair sequence includes post repair testing and checking process 2.3 Parts list prepared and availability of replacement components determined 2.4 Additional personnel required to assist in the repair process identified and permission obtain 2.5 Tools and equipment are selected to meet job requirements 2.6 Tools and equipment are regularly checked to ensure they are in good working order

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
Range of contexts	applies to pedals, cranks, chains, and chain wheels, cassette, cartridge and internal hub gear systems, manual mechanical, automatic, electro-mechanical and electric gear changers, integrated brake/gear lever systems, loose ball, needle and roller bearings, cables and cable liners, fixed and freewheel rear sprockets, lubricants and greases
Sources of information	may include - manufacturer specifications - enterprise operating procedures - product manufacturer specifications - customer requirements - industry/workplace codes of practice
Occupational Health and Safety practices	must abide by - State/industry Occupational Health and Safety legislation - Award provisions
Resources	may include - specific repair and general workshop equipment and tools - enterprise documentation and reporting systems - floor stands - drive train jigs - area for safe testing drive trains
Methods	including - on and off site repairs - repair and manual adjustments of drive train system components - communicating with customers - documenting and reporting repairs
Specific requirements	a range of bicycle drive train unit configurations requiring repair
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 inspect, plan, safely repair and test, bicycle drive train systems and to complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of repairing bicycle drive train systems ○ gather information on bicycle drive train systems ○ check bicycle drive train systems ○ plan bicycle drive train systems repair procedures ○ repair bicycle drive train 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Purpose and requirements of a bicycle drive train system and the relationship to suspension, wheels, frame and steering ○ The materials used in bicycle drive train systems ○ Drive train lubricants ○ The application of mechanical and electronic principles ○ Classification of bicycle drive train systems and the identification of system components • Required skills ○ Use of tools and equipment
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</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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR14670A	SERVICE BICYCLE DRIVE TRAIN SYSTEMS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to plan, and safely service and test bicycle drive train systems and complete required documents

ELEMENT	PERFORMANCE CRITERIA
1 Gather information on bicycle drive train system	1.1 Customer requirements checked following workplace procedures 1.2 Intended use of the unit being serviced is confirmed by discussions with customer 1.3 Bicycle drive train system service requirements researched specifications accessed and checked 1.4 Tools and equipment checked prior to use, for conformity with specifications and safe condition 1.5 Condition of system is determined by visual, aural, tactile inspections and measurements 1.6 Conditions found are compared with bicycle drive train system specifications and customer use requirements
2 Prepare for the service of a bicycle drive train system	2.1 Planned service sequence and availability of required tools and equipment determined 2.2 Planned service sequence includes post service testing and checking process 2.3 Materials list prepared and availability determined 2.4 Tools and equipment are selected to meet job requirements 2.5 Tools and equipment are regularly checked to ensure they are in good working order 2.6 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.7 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Service and test bicycle drive train system	3.1 Service operation for bicycle drive train system performed according to plan 3.2 Service operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle drive train system specifications checked following service procedures 3.4 Serviced bicycle drive train system is operated through full range, noting test results, including non-conformity 3.5 Serviced bicycle drive train system checked, adjustments completed and unit prepared for deliver 3.6 Portable tools and equipment are stored in approved designated areas 3.7 Workplace records, customer file and warranty information updated, as required by enterprise 3.8 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	pedals, cranks, chains and chain wheels, cassette, cartridge and internal hub gear systems, manual mechanical, automatic, electro-mechanical and electric gear changers, integrated brake/gear lever systems, loose ball, needle and roller bearings, cables and cable liners, fixed and freewheel rear sprockets, lubricants and greases
Sources of information / documents	may include - manufacturer specifications - enterprise operating procedures - product manufacturer specifications - customer requirements - industry/workplace codes of practice
Occupational Health and Safety practices	must abide by - State/industry Occupational Health and Safety legislation - Award provisions
Methods should be applied under normal operating conditions	including - on and off site servicing - servicing and manual adjustments of drive train system components - communicating with customers - documenting and reporting on service
Specific requirements	a range of bicycle drive train configurations requiring servicing
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 safely repair and test, bicycle drive train systems and to complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of servicing bicycle drive train systems ○ gather information on bicycle drive train systems ○ test bicycle drive train systems ○ plan bicycle drive train systems service procedures ○ service bicycle drive train 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Purpose and requirements of bicycle drive train systems and their relationship to suspension, wheels and frame ○ The materials used in bicycle drive train systems ○ Drive train lubricants ○ The application of mechanical principles ○ Classification of bicycle drive train systems and the identification of system components • Required skills ○ Use of tools and equipment
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 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 • The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable • The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR15666A	REPAIR BICYCLE STEERING SYSTEMS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to inspect, plan, and safely repair and test bicycle steering systems, and to complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Inspect bicycle steering system	1.1 Inspect bicycle steering system for faults and worn or damaged components 1.2 Repairs required are determined by visual, aural, tactile inspections and measurements 1.3 Conditions found are compared with bicycle steering system specifications and customer use requirements 1.4 Repair options for bicycle steering system are identified following workplace procedures 1.5 Repairs required are documented and costed for customer approval 1.6 Customer approval obtained and checked against repair work to be undertaken
2 Prepare for the repair of a bicycle steering system	2.1 Planned repair sequence and availability of required tools and equipment determined 2.2 Planned repair sequence includes post repair testing and checking process 2.3 Parts list prepared and availability of replacement components determined 2.4 Additional personnel required to assist in the repair process identified and permission obtained 2.5 Tools and equipment are selected to meet job requirements 2.6 Tools and equipment are regularly checked to ensure they are in good working order 2.7 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.8 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Repair and test bicycle steering system	3.1 Repair operation for bicycle steering system performed according to plan 3.2 Repair operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle steering system specifications checked following repair procedures 3.4 Repaired bicycle steering system is operated through full range, noting test results, including non-conformity 3.5 Repaired bicycle steering system checked, adjustments and alignments completed and unit prepared for delivery 3.6 Work site is cleared of waste and spills at regular intervals in accordance with enterprise procedures 3.7 Portable tools and equipment are stored in approved designated areas 3.8 Workplace records, customer file and warranty information updated, as required by enterprise 3.9 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	RS&R streams applicable to suspension forks, composite materials, cartridge, needle, cage, and loose headset bearings, threaded and threadless headset types, drop, flat, clip on, time trial and BMX handlebars, and all terrain, road, and BMX headstems
Sources of information /documents	may include - manufacturer specifications - enterprise operating procedures - product manufacturer specifications - customer requirements - industry/workplace codes of practice
Occupational Health and Safety practices	must abide by - State/industry Occupational Health and Safety legislation - Award provisions
Resources	may include - specific repair and general workshop equipment and tools - enterprise documentation and reporting systems - floor stands - steering jigs
Methods should be applied under normal operating conditions	including - on and off site repairs - repair and manual adjustments of steering system components - communicating with customers - documenting and reporting repairs
Specific Requirements	a range of bicycle steering unit configurations requiring repair
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 inspect, plan, safely repair and test, bicycle steering systems and to complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of repairing bicycle steering systems ○ gather information on bicycle steering systems ○ check bicycle steering systems for damage ○ plan bicycle steering system repair procedures ○ repair bicycle steering 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Purpose and requirements of a bicycle steering system and the relationship to suspension, wheels, frame and drive train ○ The materials used in bicycle steering systems ○ The application of mechanical principles ○ Classification of bicycle steering systems and the identification of system components • Required skills ○ Use of tools and equipment
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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR15670A	SERVICE BICYCLE STEERING SYSTEMS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to plan, and safely service and test bicycle steering systems and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Gather information on bicycle steering system	1.1 Customer requirements checked following workplace procedures 1.2 Intended use of the unit being serviced is confirmed by discussions with customer 1.3 Bicycle steering system service requirements researched, specifications accessed and checked 1.4 Tools and equipment checked prior to use, for conformity with specifications and safe condition 1.5 Condition of system is determined by visual, aural, tactile inspections and measurements 1.6 Conditions found are compared with bicycle steering system specifications and customer use requirements
2 Prepare for the service of a bicycle steering system	2.1 Planned service sequence and availability of required tools and equipment determined 2.2 Planned service sequence includes post service testing and checking process 2.3 Materials list prepared and availability determined 2.4 Tools and equipment are selected to meet job requirements 2.5 Tools and equipment are regularly checked to ensure they are in good working order 2.6 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.7 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Conduct bicycle steering system service	3.1 Service operation for bicycle steering system performed according to plan 3.2 Service operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle steering system specifications checked following service procedures 3.4 Serviced bicycle steering system is operated through full range, noting test results, including non-conformity 3.5 Serviced bicycle steering system checked, adjustments completed and unit prepared for delivery 3.6 Portable tools and equipment are stored in approved designated areas 3.7 Workplace records, customer file and warranty information updated, as required by enterprise 3.8 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	• suspension forks • composite materials • cartridge • needle • cage • loose headset bearings • threaded and threadless headset types • drop • flat • clip on • time trial and BMX handlebars • all terrain • road • BMX headstems • industry/workplace codes of practice
Sources of information/documents	may include • manufacturer specifications • enterprise operating procedures • product manufacturer specifications • customer requirements
Occupational Health and Safety practices	must abide by • State/industry Occupational Health and Safety legislation • Award provisions
Resources	may include • specific service and general workshop equipment and tools • enterprise documentation and reporting systems • floor stands • steering jigs
Methods should be applied under normal operating conditions	including • on and off site servicing • servicing and manual adjustments of steering system components • communicating with customers • documenting and reporting on service

Specific requirements	• a range of bicycle steering unit configurations requiring servicing
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, safely service and test, bicycle steering systems and to complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of servicing bicycle steering systems ○ gather information on bicycle steering systems ○ check bicycle steering systems for damage ○ plan bicycle steering system repair procedures ○ repair bicycle steering 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Purpose and requirements of bicycle steering systems and their relationship to suspension, wheels, frame and drive train ○ The materials used in bicycle steering systems ○ Use of tools and equipment ○ The application of mechanical principles ○ Classification of bicycle steering systems and the identification of system components • Required skills ○ Use of tools and equipment
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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR16666A	REPAIR BICYCLE SUSPENSION SYSTEMS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to inspect, plan, and safely repair and test bicycle suspension systems, and to complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Inspect bicycle suspension system	1.1 Inspect bicycle suspension system for faults and worn or damaged components 1.2 Repairs required are determined by visual, aural, tactile inspections and measurements 1.3 Conditions found are compared with bicycle suspension system specifications and customer use requirements 1.4 Repair options for suspension system are identified following workplace procedures 1.5 Repairs required are documented and costed for customer approval 1.6 Customer approval obtained and checked against repair work to be undertaken
2 Prepare for the repair of a bicycle suspension system	2.1 Planned repair sequence and availability of required tools and equipment determined 2.2 Planned repair sequence includes post repair testing and checking process 2.3 Parts list prepared and availability of replacement components determined 2.4 Additional personnel required to assist in the repair process identified and permission obtained 2.5 Tools and equipment are selected to meet job requirements 2.6 Tools and equipment are regularly checked to ensure they are in good working order 2.7 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.8 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Repair and test bicycle suspension system	3.1 Repair operation for bicycle suspension system performed according to plan 3.2 Repair operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle suspension system specifications checked following repair procedures 3.4 Repaired bicycle suspension system is operated through full range, noting test results, including non-conformity 3.5 Repaired bicycle suspension system checked, adjustments completed and unit prepared for delivery 3.6 Work site is cleared of waste and spills at regular intervals in accordance with enterprise procedures 3.7 Portable tools and equipment are stored in approved designated areas 3.8 Workplace records, customer file and warranty information updated, as required by enterprise 3.9 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	• RS&R streams applicable to frame and suspension geometry • suspension bearings • lubricants • suspension compression ratios • mechanical, air and hydraulic systems • hydraulic fluids • lubricating oils • composite materials • fasteners
Sources of information / documents	may include • manufacturer specifications • enterprise operating procedures • product manufacturer specifications • customer requirements • industry/workplace codes of practice
Occupational Health and Safety practices	must abide by • State/industry Occupational Health and Safety legislation • Award provisions
Resources	may include • specific repair and general workshop equipment and tools • enterprise documentation and reporting systems • floor stands • workbench • pneumatic air tools • area for safe testing of bicycle suspension system
Methods should be applied under normal operating conditions	including • on and off site repair • repair and manual adjustments of suspension system components • communicating with customers • documenting and reporting repairs
Specific requirements	• a range of bicycle suspension unit configurations requiring repair
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 inspect, plan and safely repair and test bicycle suspension systems, and to complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of repairing bicycle suspension systems ○ gather information on bicycle suspension systems ○ check bicycle suspension systems for damage and wear ○ plan bicycle suspension system repair procedures ○ repair bicycle suspension 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Purpose and requirements of bicycle suspension systems and their relationship to wheels, frame and drive train ○ The materials used in bicycle suspension systems ○ The application of mechanical and hydraulic principles ○ Classification of bicycle suspension systems and the identification of system components • Required skills ○ Use of tools and equipment
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 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 • The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable • The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR16670A	SERVICE BICYCLE SUSPENSION SYSTEMS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to plan, and safely service and test bicycle suspension systems and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Gather information on bicycle suspension system	1.1 Customer requirements checked following workplace procedures 1.2 Intended use of the unit being serviced is confirmed by discussions with customer 1.3 Bicycle suspension system service requirements researched, specifications accessed and checked 1.4 Tools and equipment checked prior to use, for conformity with specifications and safe condition 1.5 Condition of system is determined by visual, aural, tactile inspections and measurements 1.6 Conditions found are compared with bicycle suspension system specifications and customer use requirements
2 Prepare for the service of a bicycle suspension system	2.1 Planned service sequence and availability of required tools and equipment determined 2.2 Planned service sequence includes post service testing and checking process 2.3 Materials list prepared and availability determined 2.4 Tools and equipment are selected to meet job requirements 2.5 Tools and equipment are regularly checked to ensure they are in good working order 2.6 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.7 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Service and test bicycle suspension system	3.1 Service operation for bicycle suspension system performed according to plan 3.2 Service operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle suspension system specifications checked following service procedures 3.4 Serviced bicycle suspension system is operated through full range, noting test results, including non-conformity 3.5 Serviced bicycle suspension system checked, adjustments completed and unit prepared for delivery 3.6 Portable tools and equipment are stored in approved designated areas 3.7 Workplace records, customer file and warranty information updated, as required by enterprise 3.8 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	• frame and suspension geometry • suspension bearings • lubricants • suspension compression ratios • mechanical, air and hydraulic systems • hydraulic fluids • lubricating oils • composite materials • fasteners
Sources of information / documents	may include • manufacturer specifications • enterprise operating procedures • product manufacturer specifications • customer requirements • industry/workplace codes of practice
Occupational Health and Safety practices	must abide by • State/industry Occupational Health and Safety legislation • Award provisions
Resources	may include • specific service and general workshop equipment and tools • enterprise documentation and reporting systems • floor stands • workbench • pneumatic air tools • area for safe testing of bicycle suspension system
Methods should be applied under normal operating conditions	including • on and off site servicing • servicing and manual adjustments of suspension system components • communicating with customers • documenting and reporting on service
Specific requirements	• a range of bicycle suspension unit configurations requiring servicing
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 plan, and safely service and test bicycle suspension systems and complete required documents - 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 - transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of servicing bicycle suspension systems - gather information on bicycle suspension systems - test bicycle suspension systems - plan bicycle suspension system service procedures - service bicycle suspension 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) - Nil
Required knowledge and skills	- Required knowledge - Purpose and requirements of bicycle suspension systems and their relationship to wheels, frame and drive train - The materials used in bicycle suspension systems - Use of tools and equipment - The application of mechanical and hydraulic principles - Classification of bicycle suspension systems and the identification of system components - Required skills - Use of tools and equipment
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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR18168A	REMOVE, REPAIR AND REFIT BICYCLE TYRES
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to remove, repair and refit bicycle tyres and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Gather information on bicycle tyre	1.1 Customer requirements checked following workplace procedures 1.2 Intended use of tyre is confirmed by discussion with customer 1.3 Bicycle tyre fitting requirements researched, specifications accessed and checked 1.4 Tool and equipment checked prior to use for conformity with specifications and safe condition 1.5 Condition of tyre is determined by visual, tactile inspections and pressure measurement 1.6 Conditions found are compared with bicycle tyre specifications and customer use requirements 1.7 Repairs and additional work required is costed and approved by customer
2 Prepare for the removal, repair and refitting of a bicycle tyre and tube	2.1 Planned removal, repair and refitting sequence and availability of required tools and equipment determined 2.2 Planned removal, repair and refitting includes post repair testing and checking process 2.3 Tools and equipment are selected to meet job requirements
3 Remove, refit and test bicycle tyre and tube	3.1 Removal, repair and refitting operation for bicycle tyre and tube performed according to plan 3.2 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 3.3 Fitting and repair operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.4 Customer requirements and bicycle tyre and tube specifications checked following fitting procedures 3.5 Fitted bicycle tyre and tube is operated through full range, noting test results, including non-conformity 3.6 Repaired bicycle tyre and tube checked, pressure adjustments completed and unit prepared for delivery 3.7 Portable tools and equipment are stored in approved designated areas 3.8 Workplace records, customer file and warranty information updated, as required by enterprise 3.9 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	• road track • heavy duty • tubed, tubeless and solid tyres • steel, aluminium • deep dish • aero • composite material, and disc type rims • adhesives and cleaning agents • plastic, rubber and cloth rim tapes
Sources of information /documents	may include • manufacturer specifications • enterprise operating procedures • product manufacturer specifications • customer requirements • industry/workplace codes of practice
Occupational Health and Safety practices	must abide by • State/industry Occupational Health and Safety legislation • Award provisions
Resources	may include • specific tyre removing, repairing, refitting and general workshop equipment and tools • enterprise documentation and reporting systems • specific test equipment • pneumatic inflation equipment • area and equipment for safe removing, repairing, refitting and checking of bicycle tyres
Methods should be applied under normal operating conditions	including • on and off site repairs • removing, repairing, refitting and adjustment of tyres • communicating with customers • documenting and reporting on work done
Specific Requirements	• removing, repairing and refitting a range of bicycle tyres to different rim configurations

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 remove, repair and refit bicycle tyres and complete required documents - 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 - transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of removal, repair and refitting a range of bicycle tyres and tubes - gather information on bicycle tyres - inflate, test and adjust bicycle tyre pressures - plan bicycle tyre removing, repairing and refitting procedures - remove, repair and refit bicycle tyres and tubes
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 - Purpose and requirements of a bicycle tyres and tubes and their relationship to suspension, wheels, frame, steering system, braking and drive train - The materials used in bicycle tyres and tubes - The application of mechanical and pneumatic principles - Classification of tyres and tubes and fitting types - Required skills - Use of tools and equipment
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 in the work environment
Context	- 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

AUR18265A	REMOVE/REFIT AND ADJUST BICYCLE WHEELS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to inspect, and safely remove, refit and adjust bicycle wheels and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Inspect bicycle wheel	1.1 Inspect bicycle wheel for faults and worn or damaged components 1.2 Repairs/services required are determined by visual, aural, tactile inspections and measurements 1.3 Conditions found are compared with bicycle wheel specifications and customer use requirements 1.4 Repair/service options for bicycle wheel are identified following workplace procedures 1.5 Repairs/services required are documented and costed for customer approval 1.6 Customer approval obtained and checked against work to be undertaken
2 Prepare for the removal and refitting of a bicycle wheel	2.1 Planned removal sequence and availability of required tools and equipment determined 2.2 Tools and equipment are selected to meet job requirements 2.3 Tools and equipment are regularly checked to ensure they are in good working order and are handled and used in accordance with Occupational Health and Safety requirements 2.4 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Remove, refit and adjust bicycle wheel	3.1 Removal operation for bicycle wheel performed according to plan 3.2 Removal operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle wheel repairs/services performed prior to refitting 3.4 Refitted bicycle wheel is operated through full range, noting test results, including non-conformity 3.5 Refitted bicycle wheel checked, adjustments and alignments completed and unit prepared for delivery 3.6 Work site is cleared of waste and spills at regular intervals in accordance with enterprise procedures 3.7 Portable tools and equipment are stored in approved designated areas 3.8 Workplace records, customer file and warranty information updated, as required by enterprise 3.9 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	- spoked, disk, and tri -spoked wheels - conventional, clincher, tubular, aero, deep dished and composite material wheel rims - quick release - allen head and nut wheel fasteners - vertical and horizontal frame lugs
Sources of information / documents	may include - manufacturer specifications - enterprise operating procedures - product manufacturer specifications - customer requirements - industry/workplace codes of practice
Occupational Health and Safety practices must abide by	- State/industry Occupational Health and Safety legislation - Award provisions
Resources	may include - specific removal and general workshop equipment and tools - enterprise documentation and reporting systems - workbenches, floor stands - wheel jigs
Methods should be applied under normal operating conditions	- on and off site removal - removal and manual adjustments of wheels - communicating with customers - documenting and reporting work done
Specific requirements	a range of bicycle wheel configurations requiring removing, refitting and adjusting
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 inspect, and safely remove, refit and adjust bicycle wheels and complete required documents • 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 ○ transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of removal and refitting of bicycle wheels ○ gather information on bicycle wheels ○ check bicycle wheels for damage and wear ○ plan bicycle wheel removal and refitting procedures ○ remove and refit bicycle wheels
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 ○ Purpose and requirements of a bicycle wheel as a suspension, steering and braking component ○ The materials and processes used in torque measurement and adjustment of wheels ○ Classification of bicycle wheels and the identification of system components • Required skills ○ Use of tools and equipment
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 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 - The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable - The prescribed outcome must be able to be achieved without direct supervision

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.						

AUR18266A	REPAIR BICYCLE WHEELS
CYT	Cycle touring

DESCRIPTION: This unit identifies the competence required to safely repair bicycle wheels and complete required documents.

ELEMENT	PERFORMANCE CRITERIA
1 Inspect bicycle wheel	1.1 Inspect bicycle wheel for faults and worn or damaged components 1.2 Repairs required are determined by visual, aural, tactile inspections and measurements 1.3 Conditions found are compared with bicycle wheel specifications and customer use requirements 1.4 Repair options for bicycle wheel are identified following workplace procedures 1.5 Repairs required are documented and costed for customer approval 1.6 Customer approval obtained and checked against repair work to be undertaken
2 Prepare for the repair of a bicycle wheel	2.1 Planned repair sequence and availability of required tools and equipment determined 2.2 Planned repair sequence includes post-repair testing and checking process 2.3 Parts list prepared and availability of replacement components determined 2.4 Additional personnel required to assist in the repair process identified and permission obtained 2.5 Tools and equipment are selected to meet job requirements 2.6 Tools and equipment are regularly checked to ensure they are in good working order 2.7 Tools and equipment are handled and used in accordance with Occupational Health and Safety requirements 2.8 Daily maintenance of tools and equipment is performed as specified by enterprise
3 Repair and test bicycle wheel	3.1 Repair operation for bicycle wheel performed according to plan 3.2 Repair operations are performed using all required personal safety equipment and precautions required to protect others in the workplace 3.3 Customer requirements and bicycle wheel specifications checked following repair procedures 3.4 Repaired bicycle wheel is operated through full range, noting test results, including non-conformity 3.5 Repaired bicycle wheel checked, adjustments and alignments completed and unit prepared for delivery 3.6 Work site is cleared of waste and spills at regular intervals in accordance with enterprise procedures 3.7 Portable tools and equipment are stored in approved designated areas 3.8 Workplace records, customer file and warranty information updated, as required by enterprise 3.9 Accounts and invoices prepared as required by enterprise

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
This competency standard applies to	• steel, aluminium, deep dish, aero, composite material • disc type rims • high flange • low flange and integrated brake hubs • metal and composite hub materials • steel, aluminium and composite spoke materials • straight gauge • double butted and bladed spokes • spoke nipples • spoke lacing patterns • types of adhesives and surface coatings
Sources of information / documents	may include • manufacturer specifications • enterprise operating procedures • product manufacturer specifications • customer requirements • industry/workplace codes of practice
Occupational Health and Safety practices	must abide by • State/industry Occupational Health and Safety legislation • Award provisions
Methods should be applied under normal operating conditions	may include • repairing and manual adjustments of wheel components • communicating with customers • documenting and reporting on work done
Specific requirements	• repairing a range of bicycle wheel with different hub, spoke and rim configurations
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 safely repair bicycle wheels and complete required documents - 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 - transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of repairing bicycle wheels - gather information and repair bicycle wheels - plan bicycle wheel repair procedures - repair bicycle wheels
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 - Purpose and requirements of a bicycle wheel and their relationship to suspension, drive train, frame and steering systems - The materials used in bicycle wheels - The application of mechanical principles - Classification of bicycle wheels and the identification of components - Required skills - Use of tools and equipment
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	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 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 • The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable • The prescribed outcome must be able to be achieved without direct supervision

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 - • 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.						

SROCYT001A	SELECT, SET UP AND MAINTAIN A BIKE
CYT	Cycle touring

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

This unit deals with the cycling specific knowledge and skills required to select, set up and maintain (under supervision) a bike for cycle touring. Other related competencies such as navigation and trip planning are defined elsewhere.

ELEMENT	PERFORMANCE CRITERIA
1 Select a bike for cycle touring	1.1 Identify <i>sources</i> where information about bike selection can be gained 1.2 Identify <i>bike options</i> and justify <i>reasons for selecting</i> one bike over another 1.3 Select a bike, ensuring that it meets the <i>needs, size and proportions</i> of the rider
2 Set up and maintain a bike for cycle touring	2.1 <i>Clean</i> bike to prevent damage 2.2 Identify correctly cycling <i>tools and spare parts</i> 2.3 Check and adjust <i>bike parts</i> to ensure correct functioning and safety based on the manufacturers recommendations 2.4 Identify <i>bike parts</i> requiring lubrication, and apply lubrication correctly 2.5 Fix a broken chain according to manufacturers recommendations 2.6 Replace a cable according to manufacturers recommendations 2.7 Demonstrate a puncture repair

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
Bike options	[all categories] • mountain bike • road bike • hybrid bike • fixed gear, eg, BMX (bicycle motocross), cruiser
Bike parts	[all categories applicable to type of bike] adjust • frame • wheels • tyres • tyre pressures • brakes • brake cables • pedals • seat • handlebars • shifters • derailleur • suspension systems • gears and cables [all categories] lubrication • may include, but is not limited to ○ chains ○ cables
Clean	[all categories] • may include, but is not limited to removal of ○ dirt ○ excess oil ○ rust spores ○ water
Needs, size and proportions	[all categories]

	• frame size • seat height and position • handlebar height • distance from the seat to handlebars
Reasons for selecting	[all categories] • may include, but is not limited to ○ dominant use ○ cost ○ maintenance
Sources	[all categories] • may include, but is not limited to ○ internet ○ shops ○ manufacturers ○ clubs
Tools and spare parts	[all categories] • allen keys • spare tube, tyres and tyre levers • puncture repair kit • spanner set and/or shifter • lubricant • pump

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 different parts of a bicycle and techniques for maintaining and adjusting a bicycle • Assessment of performance should be over the selection, set up (for the learners personal use) and maintenance of a minimum of two (2) different bicycles, covering the prescribed number of categories from the Range Statements • In particular, assessment must confirm the ability to ○ select and set up a bicycle to meet individual needs ○ clean and maintain a bicycle for cycle touring
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) ○ SROCYT002A Demonstrate basic cycling skills
Required knowledge and skills	• Required knowledge ○ Australian standards relevant to cycle touring equipment and accessories ○ Affect of construction features of bicycles on their use ▪ on road ▪ off road ▪ multi purpose ○ Cycling equipment and bicycle features that provide comfort ○ Maintenance tools ○ Efficient use of bicycle features • Required skills ○ Bicycle maintenance skills to effect basic maintenance on a cycle touring bicycle ○ Cycling techniques to negotiate simple to moderate terrain
Resource implications	• Physical resources - assessment of this competency requires access to ○ s variety of bicycles ○ repair kit/tools ○ maintenance products, eg, lubricants, degreasers ○ personal protective clothing appropriate to location and conditions • 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 SROCYT003A ○ be competent, as a minimum, in the units SRXFAD001A SRXRIK01A 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 demonstrating all the required techniques and methods, this unit must be assessed over the selection, set up (for the learners personal use) and maintenance of a minimum of two (2) different bicycles, in order to ensure consistency of performance over the Range Statements and contexts applicable to selecting, setting up and maintaining a bike
Context for assessment	- This unit of competency must be assessed in the context of an outdoor recreation activity. For valid and reliable assessment the outdoor recreation activity should be demonstrated whilst participating in an actual/real bicycle activity - 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
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 sources of suitable bikes • Communicating ideas and information - Gaining instruction and advice from the supervisor • Planning and organising activities - Planning maintenance regime for a bike • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Inflating a tyre to the correct pressure • Solving problems - Dealing with a puncture • Using technology - Using tools to maintain/adjust the bike Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCYT002A	DEMONSTRATE BASIC CYCLING SKILLS
CYT	Cycle touring

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

This unit deals with the cycling specific knowledge and skills required to participate in on and off-road cycling activities under supervision. Cycling should be over gentle to moderate terrain with some hazards. Other related competencies such as navigation and trip planning are defined elsewhere.

ELEMENT	PERFORMANCE CRITERIA
1 Conduct pre activity checks	1.1 Perform routine checks on the chain, brakes, gears, wheels, bearings, tyres and accessories 1.2 Take action to correct any deficiency 1.3 Adjust the bicycle so that it is correctly proportioned for personal use 1.4 Identify items to improve comfort 1.5 Select clothing for the activity ensuring it is adequate for all expected weather conditions 1.6 Ensure sufficient fluids (water) are available for the duration of the activity 1.7 Load bicycle and attach to vehicle correctly (where relevant) 1.8 Select protective clothing to reduce the risk of skin abrasions
2 Demonstrate efficient cycling skills	2.1 Adopt appropriate posture when riding to achieve efficiency and comfort 2.2 Demonstrate a degree of balance and confidence 2.3 Modify technique to account for changes in terrain and apply recommended weight transfer techniques during cornering 2.4 Display efficient use of gears across different terrain features 2.5 Demonstrate gear changes, (where applicable), that are smooth and timely 2.6 Demonstrate recommended braking techniques for sealed surfaces and off road conditions 2.7 Maintain a steady pace throughout ascents 2.8 Survey track to identify hazards , assess risks and select the best route 2.9 Chose routes to minimise damage to the environment 2.10 Demonstrate navigation skills appropriate to the chosen route 2.11 Apply, where relevant, correct group/bunch riding techniques
3 Cycle in a safe manner	3.1 Wear/use statutory safety equipment in accordance with state/territory legislation, weather and light conditions 3.2 Identify hazards and minimise risks through use of appropriate strategies 3.3 Negotiate obstacles in a safe manner 3.4 Take measures to guard personal and group safety 3.5 Consider the safety of others whilst cycling 3.6 Demonstrate adequate and efficient methods to communicate with motorists and other cyclists 3.7 Demonstrate compliance with relevant state/territory road legislation
4 Maintain and repair cycling equipment in the field	4.1 Identify correctly cycling tools and spare parts 4.2 Assemble and carry an adequate in-field repair kit for the activity location 4.3 Conduct common bicycle maintenance checks and repairs

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
Bicycle	[all categories] • road bikes • mountain bikes • BMX (bicycle motocross) • hybrid/multi purpose bikes
Common bicycle maintenance	[all categories] • brake checks and adjustment • gear checks and adjustment • wheel alignment • chain lubrication • tyre pressure • detection of changes in performance and noise • seat and handlebar adjustment • cleaning • cable adjustment
Correctly proportional	[all categories] • frame size • handlebar height • saddle position • saddle height • distance from saddle to handlebars
Hazards	[all categories] • may include, but are not limited to ○ other vehicles ○ loose gravel, mud ○ obstacles ○ other cyclists ○ tree roots ○ temperature extremes
Items to improve comfort	[all categories] • gloves • padded shorts • glasses/goggles

Measures	[all categories] • observation of traffic and other cyclists • safe falling • self arrest • use of appropriate speed for the terrain and conditions • observation of weather conditions and terrain • adequate clothing • adequate food and fluid intake
Obstacles	[all relevant categories] • creeks (water) • tree branches • logs • bumps • depressions • pot holes
Risks	[all categories] • injuries • exhaustion • hyper or hypothermia • dehydration • separation from group • mechanical failure
Safety equipment	[all categories] • helmet • lights • reflectors • bright clothes • gloves • glasses (protective eyewear) • bell
Safety of others	[all categories] • may be affected by ○ speed ○ distance from other cyclists ○ appropriate group riding techniques
Technique	[all categories] • may be affected by ○ change in posture ○ change in position on bicycle or in saddle ○ weight transfer ○ use of gears

	○ pedalling technique
Terrain	[one category] • roads (sealed, may have unsealed shoulders) • off road (unsealed) tracks
Tools and spare parts	[all categories] • allen keys • spare tube, tyres and tyre levers • puncture repair kit • spanner set and/or shifter • cleaner/degreaser • lubricant • pump • spare nuts and bolts • spare cables • lock, lights (accessories)

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 cycling equipment and its correct use and of relevant legislation applicable to cycling activities • Assessment of performance should be over two (2) separate rides, each of a minimum duration of one (1) hour, covering the prescribed number of categories from the Range Statements that are applicable to cycling using one category of bicycle (i.e., BMX (bicycle motocross) or road bicycle or mountain bike) in terrain that is gentle to moderate, and is on or off road (as appropriate to the type of bicycle) • In particular, assessment must confirm the ability to ○ cycle in an efficient and safe manner in gentle to moderate terrain ○ cycle on different surfaces with a variety of obstacles and hazards ○ maintain and repair cycling equipment
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) ○ SROCYT001A Select, set up and maintain a bike
Required knowledge and skills	• Required knowledge ○ Australian standards relevant to cycling equipment and accessories ○ Affect of construction features of bicycles on their use ▪ on road ▪ off road ▪ multi purpose ○ Cycling equipment and bicycle features that provide comfort ○ Use of personal cycling gear including ▪ clothing ▪ accessories ▪ food ▪ water ○ Application of first aid knowledge appropriate to location ○ Application of road rules (if applicable) and cycling codes ○ Efficient use of bicycle features • Required skills ○ Bicycle maintenance to prevent common faults ○ Basic navigation to prevent getting lost ○ Cycling techniques to negotiate simple terrain safely
Resource implications	• Physical resources - assessment of this competency requires access to ○ a bicycle suitable to the requirements of the rider and the conditions of the ride ○ a suitable outdoor environment ○ food and water resources ○ first aid kit ○ repair kit/tools

	○ personal protective clothing appropriate to location and conditions • 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 SROCAY003A ○ 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 demonstrating all the required techniques and methods, this unit must be assessed over two (2) separate rides, each of a minimum duration of one (1) hour, in order to ensure consistency of performance over the Range Statements and contexts applicable to basic cycling skills
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity. For valid and reliable assessment the outdoor recreation activity should be demonstrated whilst participating in an actual/real bicycle activity • 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	2	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 proposed cycle ride • Communicating ideas and information - Reading maps/track notes to identify a suitable cycle route • Planning and organising activities - Planning food and water requirements for the ride • Working with teams and others - Riding in groups • Using mathematical ideas and techniques - Measuring tyre pressures • Solving problems - Dealing with a puncture during the ride • Using technology - Using a cycle computer to track and record details of the ride Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCYT003A	APPLY ON-ROAD CYCLING SKILLS
CYT	Cycle touring

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

This unit deals with the specific knowledge and skills required to participate independently in on-road cycling activities of no more than one (1) day duration. Other related competencies such as navigation and trip planning are defined elsewhere.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for a cycle tour	1.1 Ensure sufficient food and water is available to maintain physiological well-being during the tour 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate, demonstrating consideration of all possible weather conditions 1.3 Select an appropriate route, demonstrating consideration of statutory and organisational procedures (where applicable) and contextual issues relating to the activity 1.4 Identify and organise route requirements 1.5 Access and interpret meteorological data and determine tour plans following consideration of weather information
2 Conduct pre tour checks	2.1 Perform routine pre-departure checks and take action to correct any deficiency 2.2 Demonstrate that the touring bicycle is correctly proportioned for personal use 2.3 Identify comfort items to improve ride 2.4 Select protective clothing to be worn to minimise risk of abrasions and blisters 2.5 Load touring bicycle correctly on to vehicle (where necessary) 2.6 Ensure the proposed route is realistic in terms of personal fitness level
3 Negotiate a road cycle route	3.1 Maintain control of the touring bicycle and balance at all times over different terrain types and gradients 3.2 Maintain tyre pressure at recommended minimum pressure for conditions and load 3.3 Interpret and follow maps accurately 3.4 Maintain correct position on the road to avoid collisions with vehicles 3.5 Pace cycling to maintain group cohesion and allow endurance 3.6 Adopt group/bunch riding techniques (where appropriate) 3.7 Use lead and/or tail vehicles (where appropriate)
4 Demonstrate a high level of riding skill	4.1 Adopt appropriate posture when riding to achieve efficiency and comfort and reduce repetitive strain 4.2 Modify technique to account for changes in terrain and gradient 4.3 Display efficient use of gears across different terrain features 4.4 Change gears in a smooth and timely manner 4.5 Use gears to maintain a cadence of 70 - 90 pedal revolutions per minute when sitting on the saddle over a variety of road conditions 4.6 Demonstrate recommended braking techniques 4.7 Keep weight back on steep descents 4.8 Apply weight transfer to steer the bike 4.9 Ascend steep hills at a steady pace 4.10 Demonstrate pedalling, while out of the saddle on an ascent, in a balanced

	and safe manner 4.11 Demonstrate a 90 degree turn at 15 km/h with the inside pedal up 4.12 Maintain a 1-2m clearance from the left side of the road on steep windy descents 4.13 Ride over bumps and potholes with the rider out of the saddle and with knees and elbows bent
5 Cycle tour in a safe manner	5.1 Wear/use statutory safety equipment in accordance with state/territory legislation and weather and light conditions 5.2 Identify hazards and minimise risks through use of appropriate strategies 5.3 Negotiate obstacles in a safe manner 5.4 Take measures to guard personal and group safety 5.5 Consider the safety of others whilst cycling 5.6 Modify a general first aid kit for cycle touring, and identify potential first aid situations 5.7 Demonstrate adequate and efficient methods to communicate with cyclists, motorists and other users 5.8 Demonstrate compliance with relevant state/territory road legislation 5.9 Develop, and demonstrate a commitment to, a personal conservation ethic for cycle touring 5.10 Explain and apply rider etiquette
6 Conduct touring maintenance and repairs in the field	6.1 Identify cycling tools and spare parts correctly, and demonstrate their use 6.2 Assemble and carry an extensive in-field repair kit for the activity location 6.3 Conduct routine and non-routine touring bicycle maintenance checks and repairs

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
Checks	[all categories] • chains • brakes • gears • wheels • bearing • frame • tyres • accessories • noise • performance
Comfort items	[all categories] • gloves • padded shorts • glasses/goggles • hydration system, eg, bottle, bladder
Contextual issues	[all categories] • weather • distance • duration • group size • group abilities • group fitness • support resources • safety requirements • type of bicycle • road conditions
Correctly proportioned	[all categories] • frame size • handlebar height • saddle position • saddle height • distance from saddle to handlebars
First aid situations	[all categories]

	• fatigue • hyper/hypothermia • chaffing • blisters • abrasions • dehydration
Hazards	[all categories applicable to route] • may include, but are not limited to ○ sharp corners ○ steep gullies ○ loose surface, eg, sand, gravel, mud ○ obstacles ○ other cyclists ○ tree roots and overhanging branches ○ temperature extremes ○ river/creek crossings ○ other vehicles
Load	[two categories] • trailer • roof rack • bike rack
Maintenance	[all categories] • brake checks and adjustment • gear checks and adjustment • wheel alignment • chain lubrication • tyre pressure • seat and handlebar adjustment • bearing adjustment (tighten or loosen) • bottom bracket replacement • tube replacement or repair • tyre replacement • cleaning • chain replacement • cable replacement
Measures	[all categories] • observation of surroundings and other cyclists • safe falling • self arrest • use of appropriate speed for the terrain and conditions • observation of weather conditions and terrain • adequate clothing • adequate food and fluid intake

Obstacles	[all categories applicable to route] • bridges • water on road • tree branches • bumps • depressions and pot holes • drainage grates
Rider etiquette	[all categories] • other riders • other users
Risks	[all categories] • injuries • exhaustion • hyper or hypothermia • dehydration • separation from group • mechanical failure
Roads	[all categories] • moderate to steep gradients • heavy traffic, built up areas and open roads • weather affected roads (wet, windy) • narrow and major roads • sealed and unsealed surfaces
Route requirements	[all categories] • may include, but not be limited to ○ transport ○ costs ○ accommodation ○ permission ○ methods of communication (both internal and external to group)
Safety equipment	[all categories] • helmet • lights • reflectors • bright clothes • gloves • protective eyewear • hydration system (eg, bottle, bladder)
Safety of others	[all categories]

	• may be affected by ○ speed ○ distance from other cyclists
Statutory and organisational procedures	[all categories] • may include, but not be limited to ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Tools and spare parts	[all categories] • allen keys • spare tube, tyres and tyre lever • puncture repair kit • spanner set and/or shifter • pliers • lubricant • pump • spare nuts and bolts • spoke key • chain whip • chainbreaker • cassette remover • crank puller and crank wrench • spare chain, links and spokes • cone spanners • spare cables • degreaser/cleaner • toe clips or cleated systems • locks, lights and accessories
Touring bicycle	[one category] • road bicycle • hybrid bicycle (can include tri and quad bikes) • mountain bikes

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 on - road bicycle touring equipment and its correct use - Assessment of performance should be over two (2) separate rides, each of a minimum duration of three (3) hours cycling, covering the prescribed number of categories of each Range Statements that are applicable in the learners environment - In particular, assessment must confirm the ability to - apply knowledge of on-road bicycle touring equipment and its correct use to ride touring bicycles in an efficient and safe manner in moderate to steep terrain in a range of weather, terrain and traffic conditions - maintain and repair touring bicycles - comply with relevant legislation
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROCYT001A Select, set up and maintain a bike - SROCYT002A Demonstrate basic cycling 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) - TDTH0201A Plan and navigate routes - SROOPS003B Apply weather information
Required knowledge and skills	- Required knowledge - Affect of construction features of touring bicycles on their use - Equipment and touring bicycle features that provide comfort - Personal cycling gear - Maintenance tools - Common injuries/ailments associated with cycle touring, and first aid for such - Road rules and cycling codes including rider etiquette - Efficient use of touring bicycle features - Required skills - Touring bicycle maintenance - Navigation - Activity planning - Touring cycling techniques
Resource implications	- Physical resources - assessment of this competency requires access to - a touring bicycle - a suitable outdoor environment with roads - first aid kit - personal protective clothing appropriate to the location and conditions - food and water resources - repair/spares kit - map(s)

	- 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., SROCYT004A) - 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 finding suitable locations to cover all types of terrain in which to demonstrate techniques and the complexity of undertaking a cycle tour, this unit must be assessed over two (2) separate rides, each of a minimum duration of three (3) hours cycling, in order to ensure consistency of performance over the Range Statements and contexts applicable to on-road cycling tours
Context for assessment	- This unit of competency must be assessed in the context of an outdoor recreation activity. For valid and reliable assessment the outdoor recreation activity should be demonstrated whilst participating in an actual/real on-road cycle touring activity - 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	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 proposed cycle ride • Communicating ideas and information - Informing other group members of the likely terrain to be encountered • Planning and organising activities - Planning food and water requirements for the ride • Working with teams and others - Riding in groups • Using mathematical ideas and techniques - Measuring tyre pressures • Solving problems - Dealing with a puncture during the ride • Using technology - Using tools to repair the bicycle Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCYT004A	APPLY OVERNIGHT CYCLE TOURING SKILLS
CYT	Cycle touring

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

This unit deals with the specific knowledge and skills required to participate independently in on and/or off-road overnight cycle touring activities. Other related competencies such as navigation, camp craft and trip planning are defined elsewhere.

ELEMENT	PERFORMANCE CRITERIA
1 Plan for a cycle tour	1.1 Ensure sufficient food and water is available to maintain physiological well-being during the tour 1.2 Select personal clothing for activity and identify the design/construction features that make it appropriate, demonstrating consideration of all possible weather conditions 1.3 Select an appropriate route , demonstrating consideration of statutory and organisational procedures (where applicable) and contextual issues relating to the activity 1.4 Identify and organise route requirements , including accommodation and alternate accommodation for contingency plans 1.5 Access and interpret meteorological data and determine tour plans following consideration of weather information
2 Conduct pre tour checks	2.1 Perform routine pre-departure checks and take action to correct any deficiency 2.2 Demonstrate that the touring bicycle is correctly proportioned for personal use 2.3 Determine the advantages and disadvantages of different methods of attaching gear and select an appropriate method 2.4 Identify comfort items to improve ride 2.5 Select protective clothing to be worn to minimise risk of abrasions and blisters 2.6 Load touring bicycle correctly on to vehicle (where necessary) 2.7 Ensure the proposed tour is realistic in terms of the group's present fitness level
3 Negotiate a road cycle route	3.1 Load touring bicycle to ensure a low centre of gravity 3.2 Secure panniers and other attachments so that they do not fall off or become loose 3.3 Maintain control of the touring bicycle and balance at all times over different terrain types and gradients 3.4 Maintain tyre pressure at recommended minimum pressure for conditions and load 3.5 Interpret and follow maps accurately 3.6 Maintain correct position on the road to avoid collisions with vehicles (where applicable) 3.7 Pace cycling to maintain group cohesion and allow endurance 3.8 Adopt group/bunch riding techniques (where appropriate) 3.9 Use lead and/or tail vehicles (where appropriate)
4 Demonstrate a high level of riding skill	4.1 Adopt appropriate posture when riding to achieve efficiency and comfort and reduce repetitive strain 4.2 Modify technique to account for changes in terrain and gradient 4.3 Display efficient use of gears across different terrain features

	4.4 Change gears in a smooth and timely manner 4.5 Use gears to maintain a cadence of 70 - 90 pedal revolutions per minute when sitting on the saddle over a variety of terrain conditions 4.6 Demonstrate recommended braking techniques 4.7 Keep weight back on steep descents 4.8 Apply weight transfer to steer the bike 4.9 Ascend steep hills at a steady pace 4.10 Demonstrate pedalling, while out of the saddle on an ascent, in a balanced and safe manner 4.11 Demonstrate a 90 degree turn at 15 km/h with the inside pedal up 4.12 Maintain a 1-2m clearance from the left side of the road on steep windy descents (where applicable) 4.13 Ride over bumps and potholes with the rider out of the saddle and with knees and elbows bent
5 Cycle tour in a safe manner	5.1 Wear/use statutory safety equipment in accordance with state/territory legislation and weather and light conditions 5.2 Identify hazards and minimise risks through use of appropriate strategies 5.3 Negotiate obstacles in a safe manner 5.4 Take measures to guard personal and group safety 5.5 Consider the safety of others whilst cycling 5.6 Modify a general first aid kit for cycle touring, and identify potential first aid situations 5.7 Demonstrate adequate and efficient methods to communicate with cyclists, motorists and other users 5.8 Demonstrate compliance with relevant state/territory road legislation 5.9 Develop, and demonstrate a commitment to, a personal conservation ethic for cycle touring 5.10 Explain and apply rider etiquette
6 Conduct touring maintenance and repairs in the field	6.1 Identify cycling tools and spare parts correctly, and demonstrate their use 6.2 Assemble and carry an extensive in-field repair kit for the activity location 6.3 Conduct routine and non-routine touring bicycle maintenance checks and repairs

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
Attaching gear	[all categories] • panniers • handle bar bags • trailer
Checks	[all categories] • chains • brakes • gears • wheels • bearing • frame • tyres • accessories
Comfort items	[all categories] • gloves • padded shorts • glasses/goggles • hydration system (eg, bottle, bladder)
Contextual issues	[all categories] • weather • distance • duration • group size • group abilities • group fitness • support resources • safety requirements • type of bicycle • road conditions
Correctly proportioned	[all categories] • frame size • handlebar height • saddle position • saddle height

	distance from saddle to handlebars
First aid situations	[all categories] - fatigue - hyper/hypothermia - chaffing - blisters - abrasions - dehydration
Hazards	[all categories applicable to route] - may include, but are not limited to - sharp corners - steep gullies - loose surface, eg, sand, gravel, mud - obstacles - other cyclists - tree roots and overhanging branches - temperature extremes - river/creek crossings - other vehicles
Load	[two categories] - trailer - roof rack - bike rack
Maintenance	[all categories] - brake checks and adjustment - gear checks and adjustment - wheel alignment - chain lubrication - tyre pressure and condition - detection of changes in performance and noise - seat and handlebar adjustment - bearing adjustment (tighten or loosen) - tube replacement or repair - tyre replacement - cleaning - chain replacement - cable replacement
Measures	[all categories] - observation of surroundings and other cyclists - safe falling - self arrest - use of appropriate speed for the terrain and conditions - observation of weather conditions and terrain

	- adequate clothing - adequate food and fluid intake
Obstacles	[all categories applicable to route] - bridges - water on road - tree branches - bumps - depressions and pot holes - drainage grates
Rider etiquette	[all categories] - other riders - other road/track users
Risks	[all categories] - injuries - exhaustion - hyper or hypothermia - dehydration - separation from group - mechanical failure
Roads	[all categories] - moderate to steep gradients - heavy traffic, built up areas and open roads - weather affected roads (wet, windy) - narrow and major roads - sealed and unsealed surfaces
Route	[one category] - on road - combination on and off road - off road
Route requirements	[all categories] - may include, but not be limited to - transport - costs - accommodation - permission - methods of communication (both internal and external to group)
Safety equipment	[all categories]

	• helmet • lights • reflectors • bright clothes • gloves • protective eyewear • hydration system, eg, bottle, bladder
Safety of others	[all categories] • may be affected by ○ speed ○ distance from other cyclists
Statutory and organisational procedures	[all categories] • may include, but not be limited to ○ permits from land management authorities ○ authority/permission from landowners ○ documented operating procedures and company/enterprise policies
Tools and spare parts	[all categories] • allen keys • spare tube, tyres and tyre lever • patch kit • spanner set and/or shifter • light machine oil • pump • spare nuts and bolts • spoke key • chain breaker • crank puller and crank wrench • spare chain, links and spokes • cone spanners • spare cables • toe clips or cleated systems • locks, lights and accessories
Touring bicycle	[one category] • road bike • hybrid (can include tri and quad bikes) • mountain bike

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 on - road bicycle touring equipment and its correct use • Assessment of performance should be over two (2) separate rides, each of a minimum of two (2) days duration with an average of three (3) hours cycling a day, covering the prescribed number of categories of each Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ apply knowledge of on-road bicycle touring equipment and its correct use to ride touring bicycles in an efficient and safe manner in moderate to steep terrain in a range of weather, terrain and traffic conditions ○ maintain and repair touring bicycles ○ comply with relevant legislation
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROODR003A Plan outdoor recreation activities (advanced) ○ SROCYT003A Apply on-road cycling 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) ○ SROOPS006B Use and maintain a temporary or overnight site
Required knowledge and skills	• Required knowledge ○ Affect of construction features of touring bicycles on their use ○ Equipment and touring bicycle features that provide comfort ○ Personal cycling gear ○ Maintenance tools ○ Common injuries/ailments associated with cycle touring, and first aid for such ○ Road rules and cycling codes including rider etiquette ○ Efficient use of touring bicycle features ○ Panniers and trailers; types, strengths and weaknesses • Required skills ○ Touring bicycle maintenance ○ Navigation ○ Activity planning ○ Touring cycling techniques
Resource implications	• Physical resources - assessment of this competency requires access to ○ a touring bicycle ○ a suitable outdoor environment with roads ○ first aid kit ○ overnight resources ▪ tent ▪ sleeping bag ▪ cooking system ▪ equipment ○ panniers ○ personal protective clothing appropriate to the location and

	- conditions ○ food and water resources ○ repair/spares kit ○ map(s) • 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 finding suitable locations to cover all types of terrain in which to demonstrate techniques and the complexity of undertaking a cycle tour, this unit must be assessed over two (2) separate rides, each of a minimum of two (2) days duration with an average of three (3) hours cycling a day, in order to ensure consistency of performance over the Range Statements and contexts applicable to overnight cycling tours
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity. For valid and reliable assessment the outdoor recreation activity should be demonstrated whilst participating in an actual/real on-road cycle touring activity • 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	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 proposed route • Communicating ideas and information - Advising other group members of the equipment likely to be required • Planning and organising activities - Planning food, water and shelter requirements for ride • Working with teams and others - Riding in groups • Using mathematical ideas and techniques - Checking tyre pressures • Solving problems - Dealing with a puncture during the ride • Using technology - Using tools to repair/maintain a bike Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCYT005A	GUIDE ON-ROAD CYCLE TOURS
CYT	Cycle touring

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 day cycling tour (on-road).

ELEMENT	PERFORMANCE CRITERIA
1 Plan a cycle tour 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 cycling route to suit abilities and objectives of the group 1.4 Obtain and interpret local weather information relevant 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 Demonstrate an understanding of the purpose and use of all selected equipment 2.3 Ensure bicycle is correctly adjusted, in good working order and suitable to the client and the off-road cycle tour 2.4 Check safety and repair equipment to ensure suitability to the group and the cycle tour
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 cycling posture and techniques 3.5 Outline procedures for separation from group 3.6 Establish a communication system for use during cycling 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 cycle 4.3 Monitor individual client's performance and needs 4.4 Evaluate cycling conditions 4.5 Monitor weather conditions 4.6 Evaluate implications of weather signs on cycling 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 an on-road cycle tour safely	5.1 Provide clear and concise direction and advice to group during the activity 5.2 Monitor cycling posture, technique and rate of travel appropriate to conditions

	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 5.9 Conduct routine and non-routine touring bicycle maintenance checks and repairs in the field
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 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	[two categories] • verbal • bells • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of cycle • experience of clients • age of clients • physical health of clients • number of staff • personal experience • length of the cycle • personal requirements • safety requirements
Equipment	[all categories] • safety equipment ○ helmet ○ lights ○ reflectors ○ bright clothes ○ gloves ○ protective eyewear • repair equipment ○ allen keys ○ spanner set and/or shifter ○ tyre levers ○ patch kit ○ pump ○ spoke key ○ chain breaker ○ crank puller ○ crank wrench ○ cone spanners • spares ○ tubes ○ tyres ○ nuts and bolts ○ chain

	○ links ○ spokes ○ cables • hydration system, eg, bottle, bladder • light machine oil • toe clips or cleated systems • locks, lights and accessories
Hazards	[all categories relevant to location] • cycling hazards ○ sharp corners ○ steep gullies ○ loose surfaces ○ obstacles ○ temperature extremes ○ vehicles • group management hazards ○ cyclists becoming separated/lost ○ cyclists losing control of bicycle ○ exhaustion ○ dehydration • mechanical breakdowns/failures including flat tires
Maintenance	[all categories] • brake checks and adjustment • gear checks and adjustment • wheel alignment • chain lubrication • tyre pressure • seat and handlebar adjustment • bearing adjustment (tighten or loosen) • bottom bracket replacement • tube replacement or repair • tyre replacement • cleaning • chain replacement • cable replacement
Safety and repair equipment	[all categories] • first aid kit • tool kit with spares

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 cycling tour 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 day cycling tour - 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 cycling tours 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) - SROCYT003A Apply on-road cycling skills - SROODR005A Guide outdoor recreation sessions - SRXRIK001A Undertake risk analysis of activities - TDT H02 01A Plan and navigate routes - 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) - SROMBK003A Guide off-road cycle tours
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 cycling 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 - Technical cycling/equipment knowledge - First aid knowledge appropriate to location - Selection and use of equipment for cycling - Affect of construction features of touring bicycles on their use - Equipment and touring bicycle features that provide comfort - Personal cycling gear - Maintenance tools - Common injuries/ailments associated with cycle touring, and first aid for such - Road rules and cycling codes including rider etiquette - Efficient use of touring bicycle features - Location knowledge - Required skills - Personal cycling 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 repair 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 cycling location suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ cycling equipment ○ food and water ○ repair 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., SROCYT006A) ○ 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 cycling tour 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 cycling tour 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 helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCYT006A	GUIDE OVERNIGHT AND EXTENDED CYCLE TOURS
CYT	Cycle touring

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 cycling tour. This unit can be applied to the guiding of overnight and extended cycling tours.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an overnight cycle tour 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 cycle route to suit abilities and objectives of the group 1.4 Obtain and interpret local weather information relevant to the activity 1.5 Obtain permits or permission for access where necessary 1.6 Ensure correct guide/client ratios are met (as per operational procedures) 1.7 Prepare a personal equipment checklist for clients 1.8 Determine food and drink requirements for the 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 bicycle is correctly adjusted, in good working order and suitable to the client and the off-road cycle tour 2.3 Check safety and repair equipment to ensure suitability to the group and the cycle tour
3 Brief clients	3.1 Communicate clearly the aims of the guided activity to the clients 3.2 Communicate logistical details to clients, including minimal environmental impact practices 3.3 Brief group of standard safety procedures 3.4 Demonstrate correct cycling posture and techniques 3.5 Outline procedures for separation from group 3.6 Establish a communication system for use during cycling 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 cycle 4.3 Monitor individual client's performance and needs 4.4 Evaluate cycling conditions 4.5 Monitor weather conditions 4.6 Evaluate implications of weather signs on cycling 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 an overnight cycle tour safely	5.1 Provide clear and concise direction and advice to group during the activity 5.2 Monitor cycling posture, techniques and rate of travel appropriate to conditions

	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 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	[two categories] • verbal • bells • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of cycle • experience of clients • age of clients • physical health of clients • number of staff • personal experience • length of the cycle • personal requirements • safety requirements
Equipment	[all categories] • safety equipment ○ helmet ○ lights ○ reflectors ○ bright clothes ○ gloves ○ protective eyewear • repair equipment ○ allen keys ○ spanner set and/or shifter ○ tyre levers ○ patch kit ○ pump ○ spoke key ○ chain breaker ○ crank puller ○ crank wrench ○ cone spanners • overnight touring equipment ○ panniers ○ handle bar bag ○ trailer • spares

	○ tubes ○ tyres ○ nuts and bolts ○ chain ○ links ○ spokes ○ cables • hydration system, eg, bottle, bladder • light machine oil • toe clips or cleated systems • locks, lights and accessories
Hazards	[all categories relevant to location] • cycling hazards ○ sharp corners ○ steep gullies ○ loose surfaces ○ obstacles ○ temperature extremes ○ vehicles • group management hazards ○ cyclists becoming separated/lost ○ cyclists losing control of bicycle ○ exhaustion ○ dehydration • mechanical breakdowns/failures including flat tires
Safety and repair equipment	[all categories] • first aid kit • tool kit with spares • knife

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 cycling tour 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 an overnight cycling tour • 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 overnight cycling tours 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) ○ SROCYT004A Apply overnight cycle touring skills ○ SROCYT005A Guide on-road cycle tours ○ SROOPS006B Use and maintain a temporary or overnight site • 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 ○ Knowledge of the implications of relevant Australian and international standards on equipment use and performance ○ Relevant state legislation impacting on cycling 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 ○ Technical cycling/equipment knowledge ○ First aid knowledge appropriate to location ○ Selection and use of equipment for cycling ○ Affect of construction features of touring bicycles on their use ○ Equipment and touring bicycle features that provide comfort ○ Personal cycling gear ○ Maintenance tools ○ Common injuries/ailments associated with cycle touring, and first aid for such ○ Road rules and cycling codes including rider etiquette ○ Efficient use of touring bicycle features ○ Location knowledge • Required skills ○ Personal cycling 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 repair 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 overnight cycling location suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ overnight cycling equipment ▪ tent ▪ sleeping bag ▪ cooking system ○ food and water ○ repair 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 ○ 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 cycling tour 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 cycling tour 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 helmets to prevent injury Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROCYT007A	INSTRUCT CYCLE TOURING SKILLS
CYT	Cycle touring

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 cycle touring activity.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching cycle touring	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 cycle touring	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 cycle touring session	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 cycle touring 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 cycle touring 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 cycle touring activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to cycle touring 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 cycle touring 6.3 Identify minimal impact practices appropriate to cycle touring, 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 cycle touring, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a cycle touring activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to cycle touring, 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 cycle touring 7.4 Demonstrate rescue techniques specific to cycle touring, 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 cycle touring 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 cycle	9.1 Inform clients of locations, suitable to their skill level, for participating in cycle touring

touring knowledge	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 cycle touring 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] • bicycles suitable for cycle touring • safety equipment ○ helmet ○ lights ○ reflectors ○ bright clothes ○ gloves ○ protective eyewear ○ hydration system, eg, bottle, bladder • repair equipment ○ allen keys ○ spare tube ○ spare tyres ○ tyre lever ○ patch kit ○ spanner set and/or shifter ○ light machine oil ○ pump ○ spare nuts and bolts ○ spoke key ○ chain breaker ○ crank puller and crank wrench ○ spare chain ○ links and spokes ○ cone spanners ○ spare cables ○ toe clips or cleated systems • locks, lights and accessories - if applicable
Hazards	[all categories] • may include ○ sharp corners ○ steep gullies ○ loose surface, eg, sand, gravel, mud ○ obstacles ○ other cyclists ○ tree roots and overhanging branches ○ temperature extremes ○ river/creek crossings ○ other vehicles
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 location 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 cycle touring 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 cycle touring 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 cycle touring 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 cycle touring ○ 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 ▪ SROCYT004A Apply overnight cycle touring 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) ○ 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 cycle touring ▪ 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 cycle

	touring skills • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing cycle touring ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Cycle touring 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 cycle touring instructional sessions ○ bicycles suitable for cycle touring ○ safety equipment ▪ helmet ▪ lights ▪ reflectors ▪ bright clothes ▪ gloves ▪ protective eyewear ▪ hydration system, eg, bottle, bladder ○ repair equipment ▪ allen keys ▪ spare tube ▪ spare tyres ▪ tyre lever ▪ patch kit ▪ spanner set and/or shifter ▪ light machine oil ▪ pump ▪ spare nuts and bolts ▪ spoke key ▪ chain breaker ▪ crank puller and crank wrench ▪ spare chain ▪ links and spokes ▪ cone spanners ▪ spare cables ▪ toe clips or cleated systems ○ locks, lights and accessories - if applicable ○ 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 ○ 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 cycle touring skills
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a cycle touring skills 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.						

DRIVING

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SRODRV001B	DRIVE AND RECOVER A 4WD VEHICLE
DRV	Driving

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

This unit covers the skills and knowledge required to use appropriate range, gear and techniques to drive a four wheel drive vehicle through and over different terrain and apply basic vehicle recovery techniques. It relates only to the specialist skills and knowledge for four wheel drive vehicles. General driving and maintenance skills are covered in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Identify four wheel drive specific terms, terminology and techniques	1.1 Identify the structural and handling differences between a conventional two wheel drive and a four wheel drive vehicle 1.2 Identify and demonstrate the purpose and use of front wheel hubs 1.3 Identify factors affecting tyre size, fitment, rating, and pressure 1.4 Identify correctly, recovery hooks and mounting features 1.5 Identify hazards associated with incorrect use of vehicle features or equipment
2 Plan for minimal environmental impact	2.1 Determine human impacts caused by outdoor recreation activities on natural processes and interrelationships and the types of impact likely to occur during four wheel driving and associated activities 2.2 Assess if particular settings offer appropriate recreation opportunities by examining the nature of the activities and matching it with the characteristics of the settings 2.3 Identify current management strategies implemented by land managers for environmental asset management 2.4 Demonstrate compliance with land management principles and policies when planning the activity location/site 2.5 Comply with policies and management plans relevant to the activity area 2.6 Plan and conduct activities in a manner which minimises environmental impact 2.7 Adopt and model a positive and caring attitude towards the natural environment throughout activities 2.8 Demonstrate cooperation and consideration towards other users in settings where multiple use occurs 2.9 Identify basic techniques to determine the nature and degree of impact and evaluate the effectiveness of minimal impact practices 2.10 Modify impact reduction strategies, where necessary, after evaluation
3 Perform pre-departure checks	3.1 Perform routine pre-departure checks under the bonnet, under the body, and on external and internal items and accessories 3.2 Take action to correct any deficiency 3.3 Determine food and water requirements for journey 3.4 Select suitable navigation equipment where necessary 3.5 Interpret weather conditions to determine suitability for activity 3.6 Apply safe vehicle loading practices 3.7 Secure items of personal luggage safely 3.8 Advise passengers of any special safety precautions to be taken when traversing rough terrain
4 Use the features of a four wheel drive vehicle to drive in a	4.1 Operate four wheel drive vehicles correctly and safely both on and off road, in accordance with road rules, principles of four wheel driving and occupational health and safety regulations

variety of terrain types	4.2 Apply smooth accelerator control strategies over a range of terrain types 4.3 Demonstrate recommended braking techniques for hard top surfaces and off road conditions 4.4 Identify situations where the engagement of four wheel drive is required, correctly 4.5 Engage correctly, where relevant, front hubs or centre differential lock (constant four wheel drive vehicles) 4.6 Survey track to identify hazards, assess risk and select a best route 4.7 Select routes to minimise damage to the environment 4.8 Use appropriate range, gear, speed, driving and braking technique to negotiate a range of terrain types whilst maintaining control of vehicle at all times 4.9 Perform a stop stall key start recovery procedure on a moderate incline 4.10 Check, where necessary, brakes and undercarriage after negotiating varying terrain 4.11 Perform repairs to damaged tracks if necessary 4.12 Use standardised operating procedures when travelling in company with other vehicles 4.13 Maintain appropriate hand positioning on steering wheel
5 Use a single snatch strap to recover a vehicle	5.1 Identify risks associated with vehicle recovery and develop and implement strategies to minimise risks 5.2 Identify recovery hooks 5.3 Confirm use of recommended mounting strategy on the four wheel drive vehicle and use of rated recovery equipment when practicable 5.4 Demonstrate procedures for preparing vehicles for recovery 5.5 Demonstrate techniques to minimise impact on the environment during vehicle recovery 5.6 Demonstrate techniques for joining 2 snatch straps 5.7 Coordinate safe recovery of a four wheel drive vehicle using a single snatch strap 5.8 Perform post recovery checks and repairs, correctly
6 Perform maintenance and minor repairs on four wheel drive vehicles	6.1 Select/access maintenance equipment correctly, including spares and fluids, prior to departure after consideration of contextual issues 6.2 Check vehicles regularly prior to and during trip and correctly perform routine maintenance / repair tasks 6.3 Make vehicle performance reports to the designated person 6.4 Demonstrate safe use of a jack to support a four wheel drive vehicle on uneven ground

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
Basic techniques	[all categories] • observation • questioning
Characteristics of the settings	[all categories] • biological, including ○ vegetation ○ landscape ○ topography ○ scenery • social, including ○ number of people present and activities they pursue • managerial, including ○ ownership ○ development ○ access regulations
Contextual issues	[all categories] • duration of trip • type of terrain to be covered • remoteness of area to be visited
Impacts caused by outdoor recreation activities	[all categories] • pollution with foreign matter (human waste, rubbish, soap, detergent) • vegetation trampling and breakage • breakage and dislodgment of rock and other formations • compaction of soil and other deposits • disturbance of fauna • introduction of new flora and fauna • chemical alteration of environments • damage to, or inappropriate behaviour in, cultural sites • graffiti • reduction in decomposing timber • campfire scars • noise • intrusion into private lives and culture • development of facilities and signs
Management strategies	[all categories]

	• dispersal of use • concentration of use • site location • site hardening or shielding • type of use ○ zoning ○ size limitations
Range of terrain types	[six categories] • moderate inclines (up and down) • sloping terrain • very soft ground • rocky areas • sand • axle deep water crossings • mud/black soil • snow/ice (where relevant)
Routine maintenance/repair tasks	[all categories] • changing wheels in uneven terrain • fluid top - up

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 safe four-wheel driving and recovery techniques in the work environment • Assessment of performance should be over a minimum of two (2) different occasions, (for example over consecutive days), covering the prescribed number of categories from the Range Statements • In particular, assessment must confirm the ability to ○ safely and correctly use the features of a four wheel drive to negotiate a range of different terrain types, both day and night (terrain will vary according to work environment/location) ○ use appropriate technique and ability to safely recover a four wheel drive vehicle using a single snatch strap ○ apply maintenance and repair techniques specific to four wheel drive vehicles ○ be aware of, and use, minimal environmental impact practices
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ Possess a current open driver's licence • This unit must be assessed in conjunction with the following unit(s) ○ SROODR002A Plan outdoor recreation activities • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ TDTB03 01A Carry out vehicle maintenance
Required knowledge and skills	• Required knowledge ○ Features and handling characteristics of four wheel drive vehicles ○ Four wheel driving techniques in different terrain ○ Terms used to describe four wheel drive capabilities (approach and departure angles, ramp over angle, ground clearance, suspension travel) ○ Differences between four wheel drive and four wheel drive vehicles and their impacts on vehicle operation and capability ○ Tyre management principles ○ Environmental impact of four wheel driving ○ Occupational Health and Safety legislation relevant to the use of four wheel drive vehicles ○ Use of single snatch straps to recover vehicles and hazards associated with vehicle recovery ○ Techniques for travelling in convoy ○ Minimum impact codes ○ Legal and statutory requirements (of land management agencies) ○ Specific problems of fragile environments or threatened species ○ Area restrictions ○ Natural processes and interrelationships occurring within natural environments and the manner in which interrelationships between natural processes can be affected ○ General knowledge of factors affecting land management planning (eg, limits of acceptable change, recreation succession) ○ Familiarity with terms used in planning for appropriate use of sites/locations (recreation setting, recreation opportunity) ○ Cultural protocols for making contact and communicating with

	- indigenous people and organisations ○ Practices which may be implemented to minimise impact (eg, avoidance of sensitive areas, appropriate site and route selection, limited party size, keeping to marked tracks or routes, campfire management and rehabilitation) ○ Practices and procedures used by land management authorities to reduce impact ▪ restricting access ▪ limiting group size ▪ seasonal restrictions, ▪ use of permits ▪ enforcing Codes of Ethics and Conduct • Required skills ○ Four wheel driving techniques in different terrain ○ Skills and attitude to reduce environmental impact ○ Vehicle recovery using single snatch straps ○ Research and evaluation of impact through observation and questioning ○ Problem solving and solution focused strategies
Resource implications	• Physical resources - assessment of this competency requires access to ○ a suitable four wheel drive vehicle ○ a suitable outdoor environment where four wheel drive skills may be demonstrated ○ maintenance/repair resources ○ recovery equipment ○ food and water resources ○ map(s) and compass • Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, an assessor (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., SRODRV002B ○ 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 variation in possible terrains, this unit must be assessed over a minimum of two (2) different occasions, (for example over consecutive days), in order to ensure consistency of performance over the prescribed number of variables and contexts applicable
Context for assessment	• This unit must be assessed on the job through practical demonstration or through simulation with a four wheel drive vehicle in environments where four wheel drive skills may be demonstrated • 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	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 route of the journey • Communicating ideas and information - Advising passengers of any special safety precautions that need to be taken • Planning and organising activities - Planning sufficient fuel for the activity • Working with teams and others - Assisting others to recover a vehicle • Using mathematical ideas and techniques - Ensuring suitable tyre pressures • Solving problems - Recovering a stuck vehicle • Using technology - Using a snatch strap and winch Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRODRV002B	DRIVE A 4WD VEHICLE IN DIFFICULT TERRAIN USING ADVANCED TECHNIQUE
DRV	Driving

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

This unit covers the advanced skills and knowledge required to use appropriate range, gear and techniques to drive a four wheel drive vehicle through and over difficult terrain.

ELEMENT	PERFORMANCE CRITERIA
1 Drive a four wheel drive vehicle in difficult terrain	1.1 Engage four wheel drive and front hubs 1.2 Survey track to identify hazards, assess risk and select a best route 1.3 Select routes to minimise damage to the environment 1.4 Advise passengers of any special safety precautions to be taken when traversing difficult terrain 1.5 Use appropriate range, gear, speed (momentum), driving and braking technique to negotiate a range of difficult terrain types whilst maintaining control of vehicle at all times 1.6 Demonstrate, where relevant, stall stop, forward/reverse key starts and hand brake starts 1.7 Demonstrate appropriate use of handbrake 1.8 Maintain appropriate hand positioning on steering wheel 1.9 Check, where necessary, brakes and undercarriage after negotiating difficult terrain 1.10 Perform repairs to damaged tracks, if necessary 1.11 Apply risk management procedures relating to blind corners and oncoming traffic, consistently
2 Perform maintenance and minor repairs on four wheel drive vehicles	2.1 Select/access maintenance equipment correctly, including spares and fluids, prior to departure after consideration of <i>contextual issues</i> 2.2 Check vehicles regularly prior to and during trip, and correctly perform <i>routine maintenance/repair tasks</i> 2.3 Make vehicle performance reports to the designated person 2.4 Demonstrate safe use of a jack to support a four wheel drive vehicle on uneven ground 2.5 Demonstrate tyre removal/replacement 2.6 Demonstrate puncture repair (tube and tubeless)

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
Difficult terrain	[all categories available at geographic location] • long, steep inclines incorporating loose surface and a step up along the incline • long steep declines incorporating loose surface and a step down along the incline • cross slope driving involving irregular terrain • deep water crossings (water depth above axle, irregular bottom, offset entry and exit points) • bush tracks (narrow, twisting, irregular terrain) • irregular sandy terrain (undulating sand, range of surface conditions from soft to firm, sand hills) • irregular muddy terrain (including deep mud holes, ditches, irregular terrain) • very rough rocky ground (rock strewn creek/river bed or rocky hill trail with obstacles) • snow and ice • slippery incline/declines
Routine maintenance/repair tasks	[all categories] • change wheels in uneven terrain • puncture repairs • fluid top-up

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 to drive four wheel drive vehicles in difficult terrain encountered in the work environment • Assessment of performance should be over a minimum of two (2) different occasions, (for example over consecutive days), covering the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ perform routine pre-departure checks ○ load vehicle safely ○ survey track and accurately assess risk, both day and night ○ use appropriate range, gear, speed, driving and breaking technique to negotiate difficult terrain, both day and night ○ apply risk management procedures whilst driving
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SRODRV001B Drive and recover a 4WD vehicle • 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 ○ Handling characteristics of four wheel drive vehicles in difficult terrain ○ Four wheel driving techniques in difficult terrain ○ Environmental impact of driving in difficult terrain • Required skills ○ Advanced four wheel driving techniques in difficult terrain ○ Skills and attitude to reduce environmental impact
Resource implications	• Physical resources - assessment of this competency requires access to ○ a four wheel drive vehicle with low range ○ a suitable outdoor environment with difficult terrain as described in the Range Statements where four wheel drive skills may be demonstrated ○ maintenance/repair resources ○ map(s) and compass ○ food and water resources • 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 gaining proficiency in handling a vehicle in difficult terrain this unit must be assessed over a minimum of two (2) different occasions, (for example over consecutive days), in order to ensure consistency of performance over the Range Statements and contexts applicable
Context for assessment	• Competency must be demonstrated on the job through practical demonstration or through simulation with a four wheel drive vehicle in environments where four wheel drive skills may be demonstrated • 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	2	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 - Collecting information regarding the proposed route of the journey • Communicating ideas and information - Advising passengers of any special safety precautions that need to be taken • Planning and organising activities - Planning equipment to carry depending upon types of terrain likely to be encountered • Working with teams and others - Travelling in a convoy with other vehicles • Using mathematical ideas and techniques - Calculating suitable speed/gear for different terrains • Solving problems - Recovering a stuck vehicle • Using technology - Using a snatch strap and winch Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRODRV003B	COORDINATE RECOVERY OF A 4WD VEHICLE USING ADVANCED TECHNIQUES
DRV	Driving

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

This unit covers the use of a variety of recovery equipment and advanced skill to recover four wheel drive vehicles in difficult terrain conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Operate in a safe manner	1.1 Apply safe working practices at all times 1.2 Use rated recovery equipment 1.3 Define danger zones after consideration of operating variables
2 Operate in an environmentally-friendly manner	2.1 Determine potential environmental impact of recovery 2.2 Considering operating variables , apply strategies to reduce environmental impact during recovery 2.3 Repair environmental damage, where possible
3 Use a snatch strap to recover a four wheel drive vehicle up a steep incline	3.1 Survey site to identify hazards, assess risk and select suitable strategy 3.2 Prepare vehicle for recovery, after identification of recovery hooks 3.3 Confirm the compliance of equipment with ratings, where practicable 3.4 Demonstrate safe recovery of a vehicle up a steep incline using a single snatch strap 3.5 Complete post-recovery vehicle and equipment checks
4 Use vehicle recovery equipment	4.1 Identify hazards associated with the use of recovery equipment , accurately 4.2 Apply risk management strategies to minimise risk associated with the use of recovery equipment 4.3 Demonstrate appropriate use of tree trunk protectors in a recovery situation 4.4 Use advanced techniques to safely recover four wheel drive vehicles using recovery equipment
5 Use a winch to recover a four wheel drive vehicle	5.1 Identify accurately hazards associated with the use of a winch 5.2 Apply risk management strategies to minimise risk associated with the use of a winch 5.3 Prepare vehicles for a winch recovery after identification of recovery hooks and confirmation of compliance of equipment with ratings, where practicable 5.4 Establish safe ground anchor points in different terrain conditions 5.5 Demonstrate appropriate use of a snatch block to give a 2:1 advantage 5.6 Check winch to ensure safe operation and adequate maintenance 5.7 Coordinate the safe recovery of a vehicle using a winch
6 Demonstrate the safe use of jacks	6.1 Demonstrate safe positioning of jacks 6.2 Demonstrate safe operating procedures when using a jack to lift a vehicle 6.3 Demonstrate safe operating procedures when using a jack to prepare a vehicle for recovery
7 Maintain vehicle recovery equipment	7.1 Apply correctly maintenance procedures for recovery equipment 7.2 Document equipment maintenance in accordance with 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
Different terrain conditions	[all categories experienced in geographical location] • hard ground • soft sand • mud • snow
Equipment	[all categories] • steel cables • tow rope • chains • tree trunk protectors • winch • jacks
Jacks	[two categories] • Bottle jack • Hi-lift jack • Bull bags
Maintenance	[all categories] • cleaning • cable rolling • greasing/oiling
Operating variables	[all categories] • type of recovery equipment used, eg, possibility of cable or rope failure • direction of recovery • suitable protection • potential for vehicle roll or fall • effect of suction on cable/winch capacity
Recovery equipment	[all categories] • steel cables • tow ropes • chains • shackles • tree trunk protectors

	• winch • dynamic elastic, eg, snatch straps
Risk management strategies	[all categories] • define danger zone • safe use of equipment • use of rated equipment where practicable • safe operating procedures
Safe operating procedures when using a jack	[all categories] • regard for personal safety • regard for vehicle stability • awareness of soft footing

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 vehicle recovery techniques applicable in the work environment • Assessment of performance should be over a minimum of two (2) different occasions, (for example over consecutive days), covering the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ use different vehicle jacks in different terrains and environmental conditions ○ use a winch and a snatch block (2:1) in difficult terrain utilising ground anchor points for both hard ground and soft sand ○ use other types of recovery equipment (cables, tow rope, tree protectors, shackles, chains, snatch straps) in a safe and efficient manner
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SRODRV001B Drive and recover a 4WD vehicle • 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) ○ SRODRV002B Drive a 4WD vehicle in difficult terrain using advanced technique
Required knowledge and skills	• Required knowledge ○ Techniques to use jacks and recovery equipment (steel cables, tow ropes, chains, shackles) ○ Factors affecting choice of recovery equipment and mode of recovery ○ Issues to consider when defining danger zones ○ Effect of suction on cable/winch capacity ○ Hazards and safety issues associated with the use of jacks and recovery equipment (steel cables, tow ropes, chains, shackles, winches) ○ Advantages/disadvantages of snatch block use in a winch recovery ○ Maintenance procedures • Required skills ○ Use of jacks and recovery equipment (steel cables, tow ropes, chains, shackles)
Resource implications	• Physical resources - assessment of this competency requires access to ○ a four wheel drive vehicle with low range ○ a suitable outdoor environment with difficult terrain where four wheel drive skills may be demonstrated ○ maintenance/repair resources ○ vehicle recovery equipment such as jacks, recovery straps, winch, tow ropes, chains and tree protectors ○ food and water resources ○ map(s) and compass

	- 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 variation in terrain and possible recovery scenarios, this unit must be assessed over a minimum of two (2) different occasions, (for example over consecutive days), in order to ensure consistency of performance over the Range Statements and contexts applicable
Context for assessment	- This unit must be assessed on the job through practical demonstration or through simulation with a four wheel drive vehicle in environments where four wheel drive skills may be demonstrated - 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	2	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 on stranded vehicle to appraise situation and decide on appropriate method of recovery • Communicating ideas and information - Briefing others on method of recovery • Planning and organising activities - Planning the resources and systems required to perform the recovery • Working with teams and others - Working in a group situation to attend to recovery • Using mathematical ideas and techniques - Calculating effective angles for extraction • Solving problems - Dealing with a stranded vehicle • Using technology - Using an air jack Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRODRV004A	GUIDE 4WD TOURS
DRV	Driving

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 four wheel drive tours.

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 Assess vehicles for safety and suitability for the activity 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 driving 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 vehicle with gear appropriate to proposed trip 3.4 Outline procedure following an incident within the group 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 fatigue and dehydration to trip planning in terms of food, clothing, driving times and distances 4.2 Assess capabilities of group members on the day before commencing 4.3 Ensure all clients and vehicles are properly equipped for the trip and conditions 4.4 Monitor individual client's performance and needs 4.5 Evaluate driving 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 four wheel drive vehicles safely	6.1 Monitor appropriate spacing between vehicles 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 Manage the movement of the group to maintain the safest situation when negotiating the hazard 6.8 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, as near as practicable, to an equal or improved condition 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 • radio system • mobile/satellite phone
Contextual issues	[all categories] • time of day • season • weather • type of vehicle • experience of clients • age of clients • physical health of clients • number of staff • personal experience • length of trip • personal requirements • safety requirements • terrain encountered
Equipment	[all categories] • four wheel drive vehicle • spares • fuel • communication system(s) • navigation equipment • tools • first aid kit • appropriate clothing • recovery equipment • fire extinguisher
Hazard	[all categories relevant to location] • may include ○ rivers ○ steep inclines ○ rocks ○ dense vegetation

	○ soft ground ○ sand ○ snow/ice ○ mud ○ loose surfaces
Safety and rescue equipment	[all categories] • first aid kit • steel cables • tow ropes • chains • shackles • tree trunk protectors • winch • snatch straps • satellite phone • global positioning system (GPS) • axe • shovel • jack
Vehicle	[one category] • suitable four wheel drive vehicle

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 four wheel driving trip with clients on a location 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 four wheel driving 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 driving 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) ○ SRODRV002B Drive a 4WD vehicle in difficult terrain using advanced technique ○ SRODRV003B Co-ordinate recovery of a 4WD vehicle using advanced techniques ○ 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) ○ SROOPS006B Use and maintain a temporary or overnight site ○ SROOPS004B Interpret weather conditions in the field
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 ○ Safety ▪ hazards ▪ precautions ▪ hazard prevention/minimisation strategies

	▪ risk management strategies ▪ first aid ▪ medical emergency procedures ○ Vehicle recovery knowledge ○ Communication systems ○ Equipment usage in rescue/recovery situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips ○ Location knowledge ○ Navigation knowledge • Required skills ○ Personal driving skills ○ Use of rescue/recovery equipment ○ Group control ○ First aid skills appropriate to location ○ Vehicle maintenance/repair skills
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ suitable location for the activity ○ permits/Licenses ○ overnight equipment ○ personal clothing ○ cooking system and utensils ○ organisation policy and procedures ○ four wheel drive vehicle ○ spares ○ tools ○ 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, 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 driving trip with clients
Context for	• This unit of competency must be assessed in the context of a outdoor

assessment	recreation activity and must be demonstrated whilst guiding driving 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 recovery equipment on a vehicle Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRODRV005A	INSTRUCT FOUR WHEEL DRIVING SKILLS
DRV	Driving

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 four wheel driving activity.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching four wheel driving skills	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 four wheel driving skills	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 four wheel driving 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 four wheel driving 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 four wheel driving 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 four wheel driving activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to four wheel driving 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 four wheel driving 6.3 Identify minimal impact practices appropriate to four wheel driving , 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 four wheel driving, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a four wheel driving activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to four wheel driving, 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 four wheel driving 7.4 Demonstrate rescue techniques specific to four wheel driving , 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 four wheel driving 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 four wheel driving knowledge	9.1 Inform clients of locations, suitable to their skill level, for participating in four wheel driving 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 four wheel driving 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] • four wheel drive vehicle with low range • maintenance/repair resources • map(s) and compass • food and water resources • steel cables • tow ropes • chains • shackles • tree trunk protectors • winch • dynamic elastic, eg, snatch straps
Hazards	[all categories] • may include ○ rivers ○ steep inclines ○ rocks ○ dense vegetation ○ soft ground ○ sand ○ snow/ice (where relevant) ○ mud ○ loose surfaces
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 outdoor environment where four wheel drive skills may

	be demonstrated and taught
Sequence	[knowledge of at least 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 four wheel drive 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 four wheel drive 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 four wheel drive 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 four wheel driving ○ 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 ▪ SRODRV002B Drive a 4WD vehicle in difficult terrain using advanced technique ○ SRODRV003B Co-ordinate recovery of a 4WD vehicle using advanced 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 four wheel driving (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 four wheel driving skills • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing four wheel driving ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Four wheel driving 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 four wheel drive instructional sessions ○ four wheel drive equipment ▪ four wheel drive ▪ maintenance/repair equipment ○ suitable personal clothing ○ first aid kit ○ rescue equipment ▪ snatch strap ▪ cables ▪ shackles ○ 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 ○ 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 four (4) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing four wheel driving skills
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a four wheel driving 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.						

TDTB397B	CARRY OUT VEHICLE SERVICING AND MAINTENANCE
DRV	Driving

DESCRIPTION: This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial vehicle, including action to implement the vehicle manufacturer's specifications for routine checks and maintenance and to ensure that all specified safety requirements are met and that the vehicle is operational to the requirements of both the workplace and the relevant State/Territory roads and traffic authority.

ELEMENT	PERFORMANCE CRITERIA
1 Maintain and service the vehicle systems	1.1 Fluid levels are checked and adjusted following manufacturer's specifications and workplace procedures 1.2 Air levels are checked and adjusted following manufacturer's specifications and workplace procedures 1.3 Routine checks are made of vehicle systems and appropriate action is initiated for maintenance where required in accordance with workplace procedures 1.4 Appropriate precautions and procedures are followed when servicing/maintaining a vehicle to ensure adequate protection of the environment 1.5 Occupational Health and Safety procedures are followed when carrying out routine servicing and maintenance of a vehicle
2 Carry out minor repairs to a vehicle	2.1 Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturer's instructions and workplace procedures 2.2 Tyres on a vehicle are repaired or replaced following workplace procedures and manufacturer's specifications 2.3 The need for more complex maintenance procedures is identified and the problem correctly referred following workplace procedures
3 Diagnose minor vehicle faults and undertake repairs for the safe operation of a vehicle	3.1 Minor faults in the vehicle systems are identified, diagnosed and repaired following manufacturer's specifications and workplace procedures 3.2 Identified faults which create a safety hazard are reported and appropriate action is taken to take the vehicle out of operation pending repair
4 Complete documentation	4.1 Records of routine maintenance and repairs are kept in accordance with workplace 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
General context	• work must be carried out in compliance with the regulations of the relevant roads and traffic authority • work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving prescribed outcomes • work involves the application of routine vehicle checking and maintenance principles and procedures to service a commercial vehicle across a variety of operational contexts
Worksite environment	• Maintenance may be carried out in typical road transport situations including ○ operations conducted at day or night ○ typical weather conditions ○ in tight or confined spaces, exposed conditions and controlled or open environments ○ while in a depot, base or warehouse ○ while in the vehicle on the road ○ while at a client's workplace • Type of vehicle may include any commercial road transport vehicles including ○ light vehicles ○ heavy vehicles ○ combination vehicles • Maintenance checks may include ○ routine inspections of vehicle systems ○ checks prior to operations ○ checks on completion of operations ○ checks on completion of maintenance activities • Minor routine repairs may include ○ the replacement of blown globes in vehicle lights ○ replacement of broken fan belt ○ replacement of blown fuse ○ door mirrors ○ repairs to rear tail-light lens ○ changing of tyres ○ repair of tyre punctures ○ replacement of broken coolant hose • Minor routine servicing may include ○ topping up of water levels ○ replacement of oils ○ replacement of air in tyres • Environmental hazards may include ○ leaking oil and fuel ○ defective or inappropriately adjusted exhaust systems ○ inappropriate disposal of vehicle fluids in drains or sewerage systems

Sources of information/documents	• information/records may include ○ workplace routine inspection procedures, checklists and instructions ○ relevant State/Territory roads and traffic authority vehicle maintenance regulations ○ vehicle manufacturer's instructions, specifications and recommended procedures ○ precautions and procedures to be adopted to protect the environment when inspecting, servicing and maintaining vehicle ○ Occupational Health and Safety procedures to be followed when inspecting vehicle
Applicable regulations and legislation	• Applicable procedures and codes may include ○ relevant State/Territory roads and traffic authority vehicle maintenance regulations and requirements ○ relevant State/Territory Occupational Health and Safety legislation ○ relevant State/Territory environmental protection legislation
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 required to carry out basic servicing and maintenance of a commercial vehicle • 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 ○ diagnose basic vehicle faults and undertake repairs for the safe operation of a vehicle ○ carry out routine servicing and maintenance of vehicle systems ○ carry out minor repairs to a vehicle ○ identify typical basic servicing and maintenance problems and take appropriate action in conjunction with other staff as required ○ exercise all required safety, environmental and hazard control precautions and procedures during routine maintenance operations ○ communicate effectively with others when carrying out a routine maintenance of a vehicle ○ complete required documentation
Interdependent assessment of units	• This unit must be assessed after 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 of may be assessed in conjunction with the following unit(s) ○ Other units that are part of a worker's job function
Required knowledge and skills	• Required knowledge ○ Relevant 'duty of care' requirements for the routine servicing and maintenance of vehicles ○ Relevant Occupational Health and Safety and pollution control procedures ○ Procedures for the checking and routine service and maintenance of a commercial vehicle in accordance with workplace and manufacturer's requirements and established safety rules and regulations ○ Problems that may occur during the routine servicing and maintenance of a vehicle and appropriate action and solutions ○ Basic principles of operation of systems on commercial vehicle, including ▪ electrical systems ▪ fuel systems ▪ cooling systems ▪ steering systems ▪ exhaust systems ▪ tyres ▪ brakes ○ Procedures required to minimise waste during routine servicing and maintenance ○ Housekeeping standards required for routine servicing and

	○ maintenance ○ Procedures for the use and maintenance of the materials, tools and parts required for routine servicing and maintenance ○ Reporting and documentation requirements • Required skills ○ Reading and comprehension of simple statements in English ○ Writing of simple reports ○ Ability to perform work under the required level of supervision ○ Basic fault finding procedures required during routine servicing and maintenance of vehicles ○ Recognition and diagnosis of faults and vehicle irregularities
Resource implications	• Physical resources - assessment of this competency requires access to ○ access to a commercial vehicle in an appropriate range of operational 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 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	• Applies underpinning knowledge and skills when ▪ diagnosing basic vehicle faults and undertake repairs for the safe operation of a vehicle ○ carrying out routine servicing and maintenance of vehicle systems ○ carrying out minor repairs to a vehicle ○ identifying basic servicing and maintenance problems and take appropriate action in conjunction with other staff as required ○ exercising all required safety, environmental and hazard control precautions and procedures during a routine servicing and maintenance of a vehicles ○ communicating effectively with others when carrying out a routine maintenance of a vehicle ○ completing required documentation • Shows evidence of application of relevant workplace procedures including ○ vehicle maintenance requirements of the relevant State/Territory road traffic authority ○ Occupational Health and Safety regulations and hazard prevention policies and procedures ○ job procedures and work instructions ○ relevant vehicle manufacturer's guidelines relating to the routine servicing and maintenance of the vehicle ○ environmental protection procedures when carrying out routine servicing and maintenance of vehicles • Action is taken promptly to report and/or rectify any identified vehicle faults or malfunctions in accordance with manufacturer's instructions, road traffic authority requirements and workplace procedures • Performance is demonstrated consistently over a period of time and in a suitable range of contexts

	• Work is completed systematically with required attention to detail
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • This unit of competency should be assessed through the 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 • Assessment methods ○ As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning ○ Appropriate practical assessment must occur ▪ at the registered training organisation, and/or ▪ in an appropriate work situation ○ Appropriate participation in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out a routine servicing and maintenance on a commercial vehicle

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	1	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 Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

TDTB497B	CARRY OUT VEHICLE INSPECTION
DRV	Driving

DESCRIPTION: This unit involves the skills and knowledge required to carry out an inspection of a commercial vehicle, including action to implement the vehicle manufacturer's specifications for routine checks, to clean the vehicle and to ensure that all specified safety requirements are met and that the vehicle is operational to the requirements of both the workplace and the relevant State/Territory roads and traffic authority.

ELEMENT	PERFORMANCE CRITERIA
1 Check the vehicle	1.1 A visual check of the internal and external condition of the vehicle is carried out following workplace procedures 1.2 Pre-operational inspections and checks of the vehicle's tyres, suspension, fluid levels and other critical features are carried out to ensure conformance with the requirements of the relevant roads and traffic authority 1.3 Associated equipment is tested to ensure it functions correctly to manufacturer's specifications 1.4 Post start - up and shut down checks are carried out after engine is started to identify possible engine or electrical problems 1.5 Warning systems (instruments and gauges) are checked to ensure they are operational 1.6 Where relevant, vehicle monitoring device is logged on/off in accordance with manufacturer's instructions and workplace policy
2 Clean vehicle	2.1 Vehicle and associated equipment is cleaned in accordance with <i>workplace procedures and legislation</i>
3 Complete documentation	3.1 Basic faults are identified and/or diagnosed and appropriate action taken to report or remedy them as required by workplace procedures and legislation 3.2 Records of inspection are updated and recommended repairs documented in accordance with <i>workplace policies</i>

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
General Context	- work must be carried out in compliance with the regulations of the relevant roads and traffic authority concerned with the inspection of commercial trailers - work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving prescribed outcomes - work involves the application of routine inspection principles and procedures to check a commercial trailer across a variety of operational contexts
Worksite environment	- Maintenance may be carried out in typical road transport situations, including - operations conducted at day or night - typical weather conditions - in confined spaces, exposed conditions and controlled or open environment - while in the depot, base or warehouse - while in the vehicle on the road - while at a client's workplace - Type of vehicle may include any commercial road transport vehicles including - light vehicles - heavy vehicles - combination vehicles - Inspection may include - visual checks of vehicle - routine checks of vehicle systems - checks in accordance with a detailed inspection schedule - Routine checks may include - water levels - oil levels - air pressure in tyres - brakes - lights - condition of tyres - battery - exhaust system - suspension - Environmental hazards may include - leaking oil and fuel - defective or inappropriately adjusted exhaust system - inappropriate disposal of vehicle fluids in drains or sewerage systems - Dependent on the type of organisation concerned and the local terminology used, workplace procedures may include - company procedures - enterprise procedures

	○ organisational procedures ○ established procedures
Sources of information/documents	• information/records may include ○ workplace routine inspection procedures, checklists and instructions ○ relevant State/Territory roads and traffic authority vehicle maintenance regulations ○ vehicle manufacturer's instructions, specifications and recommended procedures ○ precautions and procedures to be adopted to protect the environment when inspecting, servicing and maintaining vehicle ○ Occupational Health and Safety procedures to be followed when inspecting vehicle
Applicable regulations and legislation	• Applicable procedures and codes may include ○ relevant State/Territory roads and traffic authority vehicle maintenance regulations and requirements ○ relevant State/Territory Occupational Health and Safety legislation ○ relevant State/Territory environmental protection legislation
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 required to carry out an inspection of a commercial vehicle • 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 ○ check the vehicle and its systems ○ clean the vehicle ○ exercise all required safety, environmental and hazard control precautions and procedures when carrying out a routine inspection of a vehicle ○ communicate effectively with others when carrying out a routine inspection of a vehicle ○ complete required documentation
Interdependent assessment of units	• This unit must be assessed after 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) ○ Other units that are part of a worker's job function
Required knowledge and skills	• Required knowledge ○ Relevant 'duty of care' requirements for the routine inspections of vehicles ○ Relevant Occupational Health and Safety and pollution control procedures ○ Procedures for the routine inspection of a commercial vehicle in accordance with workplace and manufacturer's requirements and established safety rules and regulations including ▪ visual inspection procedures ▪ pre-operational checking procedures ▪ warning systems checking procedures ○ Problems that may occur during the routine inspection of a vehicle and appropriate action and solutions ○ Basic principles of operation of systems on commercial vehicle, including ▪ electrical systems ▪ fuel systems ▪ cooling systems ▪ steering systems ▪ exhaust systems ▪ tyres ▪ brakes ○ Reporting and documentation requirements • Required skills ○ Reading and comprehension of simple statements in English ○ Writing of simple reports ○ Ability to perform work under the required level of supervision

	○ Ability to use cleaning equipment
Resource implications	• Physical resources - assessment of this competency requires access to ○ commercial vehicles in an appropriate range of operational 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 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	• Applies underpinning knowledge and skills when ○ checking vehicles and their systems ○ cleaning vehicles ○ exercising all required safety, environmental and hazard control precautions and procedures during a routine inspection of a vehicles ○ communicating effectively with others when carrying out a routine inspection of a vehicle ○ completing required documentation • Shows evidence of application of relevant workplace procedures including ○ vehicle inspection requirements of the relevant State/Territory road traffic authority ○ Occupational Health and Safety regulations and hazard prevention policies and procedures ○ job procedures and work instructions ○ relevant vehicle manufacturer's guidelines relating to the routine inspection and servicing of the vehicle ○ environmental protection procedures when carrying out routine inspections and servicing of vehicles ○ action is taken promptly to report and/or rectify any identified vehicle faults or malfunctions in accordance with manufacturer's instructions, road traffic authority requirements and workplace procedures ○ performance is demonstrated consistently over a period of time and in a suitable range of contexts ○ work is completed systematically with required attention to detail
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • This unit of competency should be assessed through the 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 • Assessment methods ○ As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning ○ Appropriate practical assessment must occur ▪ at the registered training organisation, and/or ▪ in an appropriate work situation ○ Participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out a routine inspection of a commercial vehicle

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 Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

TDTB897B	CARRY OUT INSPECTION OF TRAILERS
DRV	Driving

DESCRIPTION: This unit involves the skills and knowledge required to carry out an inspection of a commercial trailer, including action to implement the trailer manufacturer's specifications for routine checks, to clean the trailer and to ensure that all specified safety requirements are met and that the trailer is operational to the requirements of both the workplace and the relevant State/Territory roads and traffic authority.

ELEMENT	PERFORMANCE CRITERIA
1 Check the trailer	1.1 A visual check of the internal and external condition of the trailer is carried out following workplace procedures 1.2 Pre-operational inspections and checks of the trailer's brake systems, suspension and axles, electrical systems and wheels and tyres are carried out to ensure conformance with road safety standards 1.3 Associated equipment is tested to ensure it functions correctly to manufacturer's specifications
2 Clean trailer	2.1 Trailer and associated equipment is cleaned in accordance with <i>workplace procedures and legislation</i>
3 Complete documentation	3.1 Basic faults are identified and/or diagnosed and appropriate action taken to report or remedy them as required by workplace procedures and legislation 3.2 Records of inspection are updated and recommended repairs documented in accordance with workplace policies

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
General context	- work must be carried out in compliance with the regulations of the relevant roads and traffic authority concerned with the inspection of commercial trailers - work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving prescribed outcomes - work involves the application of routine inspection principles and procedures to check a commercial trailer across a variety of operational contexts
Worksite environment	- Maintenance may be carried out in typical road transport situations, including - operations conducted at day or night - typical weather conditions - in confined spaces, exposed conditions and controlled or open environment - while in the depot, base or warehouse - while in the trailer on the road - while at a client's workplace - Trailers may include any commercial trailers attached to vehicles used in the Australian transport industry - Inspection may include - visual checks of trailer - routine checks of trailer system - checks in accordance with a trailer inspection schedule - Routine checks may include - air pressure in tyres - brakes - lights - condition of tyres - suspension - coupling systems - Dependent on the type of organisation concerned and the local terminology used, workplace procedures may include - company procedures - enterprise procedures - organisational procedures - established procedures
Sources of information/documents	- information/records may include - workplace routine inspection procedures, checklists and instructions - relevant State/Territory roads and traffic authority trailer maintenance regulations - trailer manufacturer's instructions, specifications and recommended procedures - precautions and procedures to be adopted to protect the

	○ environment when inspecting, servicing and maintaining trailers ○ Occupational Health and Safety procedures to be followed when inspecting trailers
Applicable regulations and legislation	• Applicable procedures and codes may include ○ relevant State/Territory roads and traffic authority trailer maintenance regulations and requirements ○ relevant State/Territory Occupational Health and Safety legislation ○ relevant State/Territory environmental protection legislation
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 and skills required to carry out an inspection of a commercial trailer • 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 ○ check a trailer and its systems in accordance with workplace procedures ○ clean a trailer in accordance with workplace procedures ○ exercise all required safety, environmental and hazard control precautions and procedures when carrying out a routine inspection of a trailer ○ communicate effectively with others when carrying out a routine inspection of a trailer ○ complete required documentation
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 that are part of a worker's job function
Required knowledge and skills	• Required knowledge ○ Relevant 'duty of care' requirements for the routine inspections of trailers ○ Relevant Occupation Health and Safety and pollution control procedures ○ Procedures for the routine inspection of a commercial trailer in accordance with workplace and manufacturer's requirements and established safety rules and regulations including ▪ visual inspection procedures ▪ pre-operational checking procedures ○ Problems that may occur during the routine inspection of a trailer and appropriate action and solutions ○ Basic principles of operation of systems on commercial trailers, including ▪ electrical systems ▪ tyres ▪ brakes ▪ coupling systems • Required skills ○ Reporting and documentation requirements ○ Reading and comprehension of simple statements in English ○ Writing of simple reports ○ Ability to perform work under the required level of supervision ○ Ability to use cleaning equipment
Resource implications	• Physical resources - assessment of this competency requires access to

	○ commercial trailers in an appropriate range of operational 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 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	• Applies knowledge and skills when ○ checking trailers and their systems ○ cleaning trailers ○ exercising all required safety, environmental and hazard control precautions and procedures during a routine inspection of a trailer ○ communicating effectively with others when carrying out a routine inspection of a trailer ○ completing required documentation • Shows evidence of application of relevant workplace procedures including ○ trailer inspection requirements of the relevant State/Territory road traffic authority ○ Occupational Health and Safety regulations and hazard prevention policies and procedures ○ job procedures and work instructions ○ relevant trailer manufacturer's guidelines relating to the routine inspection and servicing of the trailer ○ environmental protection procedures when carrying out routine inspections and servicing of trailers • Action is taken promptly to report and/or rectify any identified trailer faults or malfunctions in accordance with manufacturer's instructions, road traffic authority requirements and workplace procedures • Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Work is completed systematically with required attention to detail
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • This unit of competency should be assessed through the 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 • Assessment of competence must comply with the assessment requirements of the relevant State/Territory road traffic authority • Assessment methods ○ As a minimum, assessment of knowledge must be conducted

	through appropriate oral and/or written questioning ○ Appropriate practical assessment must occur ▪ at the registered training organisation, and/or ▪ in an appropriate work situation ○ Participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out a routine inspection of a commercial trailer

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 Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

TDTC897B	DRIVE COACH/BUS
DRV	Driving

DESCRIPTION: This unit involves the skills and knowledge required to drive a passenger coach/bus safely, including systematic and efficient control of all coach/bus functions, monitoring of traffic and road conditions, management of coach/bus condition and performance and effective management of hazardous situations. Assessment of this unit will usually be undertaken within a licensing examination conducted by or under the authority of, the relevant State/Territory Road Traffic Authority

(Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory learner permit or driver license requirements before driving a coach or bus on a public road)

ELEMENT	PERFORMANCE CRITERIA
1 Drive the coach	1.1 The coach/bus is started, steered, manoeuvred, positioned, stopped in accordance with traffic regulations and manufacturer's instructions 1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage 1.3 Engine operation is maintained within manufacturer's specified torque range and temperature through effective transmission use 1.4 Braking system of coach/bus is managed and operated to ensure effective control of the coach/bus under all conditions 1.5 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving 1.6 The coach/bus is driven in reverse, maintaining visibility and achieving accurate positioning 1.7 The coach/bus is parked, shutdown and secured in accordance with manufacturer's specifications, traffic regulations and company procedures 1.8 Appropriate procedures are followed in the event of a driving emergency
2 Monitor traffic and road conditions	2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations 2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities
3 Monitor and maintain vehicle performance	3.1 Coach/bus performance is maintained through pre-operational inspections and checks of the vehicle and ancillary equipment 3.2 Performance and efficiency of coach/bus operation is monitored during use 3.3 Defective or irregular performance or malfunctions are repaired or reported to the appropriate authority 3.4 Vehicle records are maintained/updated and information is processed in accordance with company procedures
4 Manage fatigue	4.1 Lifestyle is managed to minimise the likelihood of fatigue when driving a commercial coach or bus 4.2 Rests are taken at appropriate intervals when operating a commercial coach/bus 4.3 Symptoms of fatigue are recognised and appropriate action is taken 4.4 Effective strategies in combating fatigue are adopted and applied 4.5 Routes and schedules are assessed and planned to minimise fatigue

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
General context	• driving must be carried out in compliance with the sections of the license requirements and regulations of the relevant State/Territory roads and traffic authority pertaining to a commercial coach/bus • driving is performed under general or limited supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes • driving involves the application of routine vehicle driving principles and procedures to maintain the safety and operation of a commercial coach/bus across a variety of driving contexts
Worksite environment	• Type of vehicles may include all coaches and buses relevant to specific license classifications • Driving may be carried out in typical road transport situations, including ○ operations conducted day or night ○ typical weather conditions ○ on the open road ○ on a private road ○ while at a depot, base or warehouse ○ while at a client's workplace or work site • Vehicle handling procedures may include ○ starting a vehicle ○ steering and manoeuvring a vehicle ○ positioning and stopping a vehicle ○ reversing a vehicle ○ operating vehicle controls, instruments and indicators ○ operating door opening and closing equipment ○ using defensive driving techniques ○ managing engine performance • Pre-operational checks may include ○ visual check of vehicle ○ checking and topping up of fluid levels ○ checking of tyre pressures ○ checks of operation of vehicle lights and indicators ○ checks of brakes • Minor routine repairs may include ○ the replacement of blown globes in vehicle lights ○ replacement of broken fan belt ○ replacement of blown fuse ○ door mirrors ○ repairs to rear tail-light lens ○ changing of tyres ○ repair of tyre punctures ○ replacement of broken coolant hose • Driving hazards may include (examples only) ○ wet and iced roads ○ oil on road ○ animals and objects on road

	○ fire in vehicle ○ leaking fuel ○ faulty brakes ○ parked vehicles on the road ○ faulty steering mechanism on vehicle ○ pedestrians crossing the road ○ flooded sections of road ○ windy sections of road ○ foggy conditions ● Factors that can cause traffic delays and diversions may include (examples only) ○ traffic accidents ○ flooded sections of road ○ road damage ○ bridge/tunnel damage ○ road works ○ building construction ○ emergency situations such as bushfires, building fires, etc ○ road closures for special events such as marches, parades, sporting events, etc ○ holiday traffic ○ road closures for utility works such as electricity, water, sewerage, telecommunications, gas, etc
Sources of information/documents	● Documentation/records may include ○ State/Territory coach/bus driving license requirements ○ State/Territory road rules ○ company driving instructions and procedures ○ coach/bus manufacturer's instructions, specifications and recommended driving procedures including pre-operational checks of coach/bus ○ emergency procedures ○ vehicle log book or record book (where required)
Applicable regulations and legislation	● Applicable procedures and codes may include ○ relevant State/Territory roads and traffic authority driving regulations and license requirements pertaining to coaches/buses ○ relevant State/Territory road rules ○ relevant State/Territory Occupational Health and Safety legislation ○ relevant State/Territory fatigue management regulations ○ relevant State/Territory environmental protection legislation
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 and skills required to drive a passenger coach/bus safely • 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 ○ follow correct coach/bus handling procedures ○ monitor traffic and road conditions ○ carry out pre-operational checks ○ monitor and maintain vehicle performance ○ follow Occupational Health and Safety and environmental protection procedures and regulations ○ follow emergency procedures when required
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) ○ TDTB497B Carry out vehicle inspection ○ Other relevant competency units that are part of a transport worker's job function
Required knowledge and skills	• Relevant knowledge ○ Knowledge of relevant road rules, regulations, permit and license requirements of the relevant State/Territory road traffic authority ○ Relevant Occupational Health and Safety and environmental procedures and regulations ○ Coach/bus controls, instruments and indicators and their use ○ Coach/bus handling procedures ○ Procedures to be followed in the event of a driving emergency ○ Engine power management and safe driving strategies ○ Efficient driving techniques ○ Pre-operational checks carried out on coaches/buses and related action ○ Differences between transmission types ○ Fatigue management techniques ○ Driving hazards and related defensive driving techniques ○ Principles of stress management when driving a vehicle ○ Factors which may cause traffic delays and diversions and related action that can be taken by a driver ○ Company driving and operational instructions ○ Causes and effects of fatigue on drivers ○ Strategies to manage on-road fatigue ○ Factors which increase fatigue-related accidents ○ Lifestyles which promote the effective long term management of fatigue • Required skills ○ Ability to read instructions, procedures and signage relevant to the

	driving of a coach/bus ○ Map reading and road navigation techniques
Resource implications	• Physical resources - assessment of this competency requires access to ○ a commercial coach/bus in an appropriate range of transport contexts • 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	• Applies underpinning knowledge and skills when ○ driving a coach/bus ○ monitoring traffic and road conditions and taking appropriate action ○ carrying out pre-operational checks and taking appropriate action ○ monitoring and maintaining coach/bus performance ○ exercising all required safety, environmental and hazard control precautions and procedures during driving operations ○ communicating effectively with others when driving a coach/bus ○ completing required documentation • Shows evidence of application of relevant workplace procedures including ○ relevant State/Territory roads and traffic authority driving regulations and license requirements pertaining to the coaches and buses ○ Occupational Health and Safety policies and procedures ○ identification of driving hazards and the use of appropriate defensive driving techniques ○ company procedures and work instructions (including security and housekeeping procedures) ○ relevant coach/bus manufacturer's guidelines relating to the driving of the coach/bus ○ environmental protection procedures when driving a coach/bus and carrying out pre-operational checks • Action is taken promptly to report and/or rectify any identified coach/bus faults or malfunctions in accordance with manufacturer's instructions, road traffic authority requirements and company procedures • Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Work is completed systematically with required attention to detail without damage to goods, equipment or personnel
Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • This unit of competency should be assessed through the 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 • Assessment methods ○ As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning ○ Appropriate practical assessment must occur ▪ at the registered training organisation, and/or ▪ in an appropriate work situation ○ Participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to drive a commercial coach/bus

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 Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

EQUESTRIAN

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RGRH311A	APPLY PRINCIPLES OF BASIC ANATOMY AND PHYSIOLOGY TO HORSES
EQO	Equestrian

DESCRIPTION: This unit is concerned with understanding and applying knowledge of basic anatomy and physiology of standardbred and thoroughbred horses being trained and prepared for racing in industry-regulated competition. Competencies involve an understanding of horses' major anatomical systems. The competencies of this unit are those expected of people employed to safely handle thoroughbred or standardbred horses in a racing stable environment and at training tracks and on racecourses.

ELEMENT	PERFORMANCE CRITERIA
1 Apply basic anatomy and physiology of horses	1.1 Conformation and basic points of horse are known 1.2 Key features and functions of the skeletal system , muscular system, and nervous system are known 1.3 Key features and functions of the respiratory system are known 1.4 Key features and functions of the circulatory system are known 1.5 Key features and functions of the digestive system are known 1.6 Key features and functions of the reproductive system are known

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
Aids assisting learning	include • anatomical models • skeletons • dissections • charts • diagrams • texts • videos • live horses
Breeds of horses involved	include • thoroughbred • standard horses of all ages
Components of the circulatory system	include • heart • veins • arteries • blood cells • lungs
Components of the digestive system	include • stomach • intestines • caecum • diaphragm • mouth • pharynx • oesophagus • kidneys
Components of the nervous system	include • brain • spinal cord • sensory and motor nerves • hormones

Components of the reproductive system	include • male and female genital organs • endocrine glands • oestrous cycle • pregnancy and foaling
Components of the respiratory system	include • nostrils • pharynx • larynx • lungs • diaphragm • trachea • alveolus
Conformation of the horse	include • points of the horse • conformation faults
The skeletal and muscular system	include • bones • joints • muscles • ligaments • tendons
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 of basic anatomy and physiology of standardbred and thoroughbred horses • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment • Evidence to demonstrate consistent achievement of this unit's outcomes includes ○ knowledge and understanding of ▪ major internal systems of horses including ▪ Vascular ▪ Respiratory ▪ Muscular/skeletal ▪ Nervous ▪ Reproductive ▪ Digestive ○ demonstrate ▪ Points of a horse ▪ Conformation 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) ○ RGRH317A Maintain Horses in a Healthy State and Safe environment ○ RGRH318A Determine Nutritional Requirements of Horses ○ RGRH319A Assess Health and First Aid for Horses
Required knowledge and skills	• Required knowledge ○ Nil • Required skills ○ Nil
Resources implications	• Physical resources - assessment of this competency requires access to ○ a classroom environment with suitable aids for the teaching of anatomy and physiology ○ a commercial training establishment and the full range of horses and equipment ○ a variety of horses in various stages of preparation and as found in most commercial establishments will be required • 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 is mainly theoretical and therefore can be assessed in a simulated situation. Assessment of performance criteria 1.1, 1.2, 1.3 and 1.4 (conformation, senses, behaviour, and communication) should be in a stable environment and cover a range of horses • Assessment must relate to horses in a training program with different ages, types and temperaments • 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 • Practical testing of horse handling, conformation and communication skills

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	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 - By participating in team meetings and briefing sessions and by communicating with others involved in the care and training of horses such as stablehands, track workers, jockeys, veterinarians and trainers. By revising work patterns, handling methods, and other instructions and arrangements for dealing with individual horses • Communicating ideas and information - By regular discussion with team members on matters relating to anatomy and physiology of individual animals, safe methods for handling and controlling individuals, and effects of changes to routines • Planning and organising activities - Regular team meetings organised, timetables planned, daily work routine is organised, staff are briefed, information is exchanged, and progress of work is checked • Working with teams and others - By liaison with trainers and work colleagues to plan and distribute work and tasks and check and report on individual horses • Using mathematical ideas and techniques - Not applicable to this unit • Solving problems - By observing and reporting unusual behaviour, changes to condition of animals, or handling problems and vices • Using technology - Through use of mobile phones and facsimile to communicate Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE2104A	CARRY OUT REGULAR HORSE OBSERVATION
EQO	Equestrian

DESCRIPTION: This competency standard covers the processes of dealing with horse injuries and emergencies when they occur. It includes providing support to professional health practitioners.

When the requirements of this standard are achieved, horses are regularly checked in the paddock or stable, emergencies and procedures are efficiently and calmly completed, and symptoms of ill health or injury are identified, reported and actioned promptly.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to work with horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process 1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary 1.4 Suitable personal protective equipment is selected, used and maintained
2 Carry out horse checks	2.1 All horses are routinely checked for signs of ill health 2.2 Horses are examined for signs of lameness or soreness and abnormalities reported in the methods prescribed in the organisations work procedures 2.3 Evidence of heat or swelling in legs reported to manager or foreman and treated under instruction 2.4 Hooves cleaned and shoes are examined for wear and damage 2.5 Faulty, broken or loose shoes removed and farriery assistance is called when required in line with the organisations work procedures 2.6 While handling the horses, occupational health & safety hazards are continually identified, risks assessed and suitable controls implemented 2.7 Horses are handled safely and all required horse restraints are within the organisations and industry guidelines for animal health and welfare
3 Deal with horse emergencies	3.1 Common signs of injury or life threatening conditions are detected and the situation quickly analysed before notification or action is taken 3.2 Life threatening ailments requiring emergency treatment are notified to the trainer, manager or veterinarian and immediate assistance is called 3.3 Basic emergency and/or First Aid procedures are carried out until professional help arrives 3.4 Cast horse is calmed and returned to its feet in a safe manner 3.5 Serious cuts and abrasions are promptly shown to the vet and assistance provided as required during professional treatment
4 Provide veterinary procedure support	4.1 Cuts, abrasions and bruises are treated under instruction from the veterinarian, manager or foreman 4.2 Horse is examined for signs of distress or soreness after work or mating procedures and all abnormalities are reported 4.3 Appropriate hoof care treatment is applied as instructed by the manager or foreman

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
Personal protective equipment	may include • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Checks for determining ill health	may be • the checking of nasal passages • vaginal or rectal discharge • rectal temperature • coughing • abnormal coat conditions • changes to pulse • respiration changes • abnormal behaviour • vices such as ○ weaving ○ depraved appetite or other boredom conditions that may reflect on the health of stabled horses
Check of rectal temperature to	• the taking of rectal temperature prior to work may identify a range of preclinical symptoms of respiratory infection or other illness which would not otherwise be identified
Organisation work procedures	will be based on • sound agricultural principles and practices and may include ○ supervisors oral or written instructions ○ livestock production program ○ organisation standard operating procedures ○ specifications ○ routine maintenance schedules ○ work notes • product labels and Material Safety Data Sheets • manufacturers' service specifications and operators manuals • waste disposal, recycling and re-use guidelines • occupational health & safety procedures

Actions to eliminate or minimise the occupational health and safety risk	• Relevant occupational health and safety hazards identification, risk assessment and risk control measures include safe work systems and procedures for ○ reducing kicks, bites and crushing injuries from horses. This will include using calm and positive actions to avoid alarming stock ○ manual handling systems and procedures ○ preventing infection from injured/sick stock ○ systems and procedures for outdoor work, including protection from solar radiation ○ selecting, using and maintaining relevant personal protective equipment ○ clear communication between workers, especially when working together within a close proximity ○ all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal Codes of Welfare
Restraint devices	• Rearing bit • war bridle • blindfold • twitch • neck skin hold • leg strap • hobbles • sidelines
Life threatening ailments	may include • twisted bowel/colic • malpresentation of foals • bleeding
Emergency First Aid procedures	may be used • In situations where bleeding, cast horses, trauma, or leg injuries are discovered
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 carry out horse operations safely and humanely in prepared handling areas using appropriate equipment and techniques • 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 ○ carrying out regular horse observation requires evidence that ill health or injury does not go unchecked or tended to in the stables ○ carry out regular horse observation must be transferable to a different work environment, for example, across a range of horse breeds, sizes and uses
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 and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below ▪ Horses of all classes and horse husbandry ▪ The range of ailments that may occur or affect horses in the property ▪ The application of a range of basic treatments under veterinary supervision ▪ Environmental controls and codes of practice applicable to the enterprise ▪ The organisations livestock production and management plans. ▪ Sound management practices and processes to minimise noise, odours and debris from the horse operations ▪ Relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors • Required skills ○ To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to ▪ Handle and ride horses ▪ Handle horses and duties around them in a firm but calm, gentle and unhurried manner ▪ Identify signs of ill health or injury or signs of abnormal or depressed appetite ▪ Observe, identify and react appropriately to environmental

	implications and occupational health & safety hazards
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 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	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 - By making daily observations of horses in order to identify changes in health, energy, or reactions to diet • Communicating ideas and information - In working with others in the stables, including animal health practitioners, and in determining the requirements of regular health routines • Planning and organising activities - When making requests of animal health practitioners to attend ill or injured horses • Working with teams and others - In working alongside others in the stable to achieve collective goals • Using mathematical ideas and techniques - In calculating quantities for feed ingredients or medications • Solving problems - When dealing with as yet undiagnosed problems in horses • Using technology - When calculating quantities and times, and when communicating with co-workers and supervisors, and in monitoring horse health Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE2121A	PROVIDE DAILY CARE FOR HORSES
EQO	Equestrian

DESCRIPTION: This competency standard covers the functions required to safely provide horses with comfortable and clean housing, preparing them for work, providing adequate feed and grooming the horses and cleaning the working gear when work is finished.

When the requirements of this standard are achieved, stable routines will be completed efficiently, daily horse maintenance will be completed, horses will be correctly selected for a range of purposes, and horses will be groomed or rugged as required by the organisation. It requires the application of skills and knowledge to carry out horse handling operations safely and humanely using appropriate equipment and techniques.

Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work functions in this standard are likely to be carried out under routine supervision within organisation guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to work with horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of horse routines 1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary 1.4 Suitable personal protective equipment is selected, used and maintained
2 Clean stables and surrounding areas	2.1 Horse is checked for condition, health, soundness and removed from stable, or secured appropriately 2.2 Manure, soiled bedding , stale feed are inspected, removed, and abnormal conditions are reported 2.3 Bedding is raked or forked and fresh quantities are added as required 2.4 Feed bins, hay nets/bins and water troughs are cleaned thoroughly and troughs are filled with fresh water 2.5 Walkways are swept and/or raked and manure removed 2.6 Stale feed and manure are safely disposed of according to the organisations environmental and waste management procedures 2.7 Buildings or fixtures that are in need of maintenance or are unsafe are reported to the stable management
3 Perform daily work program	3.1 Work program for each stable horse is carried out as instructed by the studmaster or stable manager 3.2 Horses are selected for professional services, prepared, and the contractor is contacted by organisational procedures or supervisors instructions 3.3 Horses are prepared for specified daily work program as required by organisational procedures or supervisors instructions 3.4 Horses are washed down after working, dried, rugged, returned to their stable and fed 3.5 Work routines and performance records are kept and maintained as an integral part of the stable business
4 Select, catch and tie up horses	4.1 Individual characteristics of horses are identified according to specified criteria and nominated animals are selected 4.2 Selected horse is caught quickly and gently and working gear is fitted 4.3 Legs and hooves of selected horse are inspected for abnormalities, cuts or

	damage 4.4 Horse is led to work area or rail quietly and calmly and safely secured 4.5 While handling the horses, occupational health & safety hazards are continually identified, risks assessed and suitable controls implemented 4.6 Horses are handled safely and within the organisations and industry guidelines for animal health and welfare
5 Groom and rug horses	5.1 Horses coat is groomed thoroughly to leave coat clean and remove all traces of dust, dirt, scurf and dead hair 5.2 Hooves and shoes are cleaned and checked for cracks, heat and other abnormalities and dirt must be removed from the outer walls of the hooves 5.3 Rugs appropriate to the conditions are fitted according to instructions from stable foreman taking care to avoid chaffing and rubbing
6 Clean and maintain stable gear	6.1 All gear is regularly checked for wear and damage 6.2 Gear is thoroughly cleaned and polished and oils or preservatives applied as required according to stud practice 6.3 Working gear is maintained or repaired as required to ensure safe horse working conditions 6.4 Working gear and saddlery is cleaned and stored after use in line with organisation policy

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
Personal protective equipment	may include • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Restraining devices	includes • Rearing bit • war bridle • blindfold • neck skin hold • leg strap • hobbles • sidelines
Bedding types	includes • sand • rice hulls • straw • wood shavings/sawdust
Criteria for selection	• On their breed or breed cross • age • sex • condition • colour and markings • brands or tattoos
Conditions that may affect their useability or welfare	must be examined for • lameness • sore eyes • sore mouth • girth galls • back conditions • mud, caked sweat or vegetable matter

	• damaged feet or lower limbs • localised or systemic infections
Contractors might interactions take place	• With veterinarians, farriers, horse dentists, or transporters
Organisation work procedures	sound agricultural principles and practices and may include • supervisors oral or written instructions, • livestock production program • organisation standard operating procedures • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets • manufacturers' service specifications and operator's manuals • waste disposal, recycling and re-use guidelines • occupational health & safety procedures
Recording of information	recordkeeping systems used may be • either paper-based or digital, and information will be recorded into logbooks or other records • information recorded may be dates times and periods of work and maintenance, maintenance that is required for stables and / or equipment • work schedules and work completed • chemicals and other substances used, including quantities and methods, and readings from temperature and flow-rate gauges
Horses be caught	• They will be caught in stables, yards or paddocks
Horse working gear	might include • saddles • ropes • reins • breastplates • martingales • bridles • cruppers • saddle bags • headstalls • saddle cloths • feeders • leads and rugs
Actions to eliminate or minimise the occupational health and safety risk	• relevant occupational health and safety hazards identification, risk assessment and risk control measures include ○ safe operating procedures ○ safe manual handling systems and procedures ○ safe systems and procedures for outdoor work, including protection from solar radiation ○ selection, use and maintenance of relevant personal protective

	equipment all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal Codes of Welfare
Grooming and equipment	involves - washing - trimming - pulling of mains and tails - removal of dust - mud - scurf - sweat and tangles - burrs and other vegetable matter - Equipment used to do this might include - brushes and combs - clippers - bot knife - scrapers, and soap
Equipment for dressing and balancing hooves	such equipment as - hoof picks - knives - rasps - pincers - brushes - hoof dressings
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 safely provide horses with comfortable and clean housing preparing them for work • 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 ○ provide daily care for horses which requires evidence that feed and water troughs are maintained to be both clean and sound, and that horses are prepared and groomed as necessary for their individual work programs ○ provide daily care for horses must be transferable to a different work environment. For example, across a range of horse breeds, sizes and uses
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 and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below ▪ Horses and horse husbandry ▪ Horse riding and handling safety when riding ▪ Horse health, horse behaviour and psychology ▪ Care and maintenance of hooves and the lower limb ▪ Symptoms of and ways of checking for, common injuries and ailments in horses ▪ Environmental controls and codes of practice applicable to the enterprise ▪ The organisations livestock production and management plans ▪ Sound management practices and processes to minimise noise, odours and debris from the livestock operations ▪ Relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors • Required skills ○ To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to ▪ Handle and ride horses ▪ Complete basic hoof care procedures ▪ Groom horses ▪ Identifying symptoms of common injuries and signs of ill

	health in horses ▪ Care for saddlery and equipment ▪ Observe, identify and react appropriately to environmental implications and occupational health & safety hazards ▪ Measure quantities required for feed
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 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	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 - In determining the water and bedding requirements for the horses on a daily basis • Communicating ideas and information - In interpreting and following instructions and procedures • Planning and organising activities - By interpreting work schedules and preparing the horses for the planned routine • Working with teams and others - In working alongside other people in the stable, including supervisors, managers and clients • Using mathematical ideas and techniques - In making and keeping records of regular and irregular horse work routines and performance • Solving problems - By dealing with the day-to-day difficulties and changes in temperament of the horses • Using technology - When calculating quantities and times, and when communicating with co-workers and supervisors Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE2130A	RIDE AND CARE FOR HORSES AND EQUIPMENT
EQO	Equestrian

DESCRIPTION: This competency standard requires a person to safely perform basic horsemanship activities, such as riding a horse and preparing a horse for work using basic methods and procedures.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and organisation workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to work with horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the preparation process 1.3 Equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary 1.4 Suitable personal protective equipment is selected, used and maintained
2 Ride stock horses for the first time	2.1 Suitable stock horses are identified and selected according to nominated selection criteria 2.2 Unhealthy or unsound horses are identified and reported to foreman or manager 2.3 Selected horses are approached, caught and restrained as instructed 2.4 Gear to manage and control the horse for the required work is selected and fitted 2.5 Occupational health and safety hazards are continually identified, when working with horses, risks assessed and suitable controls implemented 2.6 Horses are handled and restrained safely and within the organisations and industry guidelines for animal health and welfare
3 Prepare horses for work	3.1 Occupational health and safety hazards are continually identified, when working with horses, risks assessed and suitable controls implemented 3.2 Feeds are mixed and offered in the quality and quantities instructed by manager 3.3 Horses are groomed before and after work to ensure their coat condition and health is maintained 3.4 Hoof care and cleaning is completed before working the horses, according to the organisations procedures 3.5 Vices of horses are identified and corrective action is taken to maintain control of the horses 3.6 Horse education is carried out in association with stock working routines 3.7 Educated horses are controlled and worked as an integral part of stock husbandry routines 3.8 Horses are handled safely and within the organisations and industry guidelines for animal health and welfare
4 Care for saddlery and equipment	4.1 Basic working gear to suit the individual horse is selected and fitted 4.2 Working gear is cleaned and checked as a part of regular daily routines 4.3 Working gear is maintained or repaired as required to ensure safe horse

	working conditions 4.4 Working gear and saddlery is stored after use in line with organisation policy

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
Personal protective equipment	this may include • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Criteria for horse selection	may be • On their breed or breed cross • age • sex • condition • colour and markings • brands or tattoos • they must also be examined for ○ lameness ○ sore eyes ○ sore mouth ○ girth galls ○ back conditions ○ mud, caked sweat or vegetable matter ○ damaged feet or lower limbs ○ localised or systemic infections
Pace a horse may be worked	• Horses may be worked at a walk, trot, canter or gallop
Eliminate or minimise the O occupational Health and Safety risk	• relevant Occupational Health and Safety hazards identification, risk assessment and risk control measures and safe systems and procedures for ○ manual handling ○ outdoor work, including protection from solar radiation ○ selection, use and maintenance of relevant personal protective equipment ○ all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal Codes of Welfare
Restraining devices	include

	• rearing bit • war bridle • blindfold • twitch • neck skin hold • leg strap • hobbles • sidelines
Organisation procedures	work procedures will be based on sound agricultural principles and practices and may include ○ supervisors oral or written instructions ○ organisation standard operating procedures ○ specifications ○ work notes ○ waste disposal, recycling and re-use guidelines ○ Occupational Health and Safety procedures
Grooming	it involves • washing • trimming • pulling of mains and tails • removal of dust, mud, scurf, sweat and tangles, burrs and other vegetable matter • equipment such as ○ brushes and combs ○ clippers ○ bot knife ○ scrapers, and soap will be used
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 safely perform basic horsemanship activities such as riding a horse and preparing a horse for work using basic methods and procedures • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment
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 and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events ▪ Horses and horse husbandry ▪ horse riding and handling safety when riding ▪ Horse health, horse behaviour and psychology ▪ Principles of animal welfare ▪ Basic industry terminology related to riding horses ▪ Communication procedures within a stable ▪ Purpose and appropriate use of personal protective equipment ▪ Natural and artificial aids used to control the speed and direction of a horse ▪ Anatomy and physiology of the horse ▪ Environmental controls and codes of practice applicable to the organisation ▪ The organisations livestock production and management plans. Sound management practices and processes to minimise noise, odours and debris from the livestock operations ▪ Relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors ▪ Relevant occupational health and safety legislation, regulations and codes of practice • Required skills ○ To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to ▪ Horse handling skills ▪ Ride horses ▪ Identify and correctly use different items of riding ▪ Identify and correctly use different items of gear and assessing its condition in terms of safe use and the need

	- for repair ▪ Apply natural and artificial aids to control the speed and direction of a horse at walk and trot ▪ Identify the gait at which a horse is working at ▪ Care for saddlery and equipment ▪ Observe, identify and react appropriately to environmental implications and occupational health and safety hazards ▪ Measuring quantities required for feed
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 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 • This competency standard could be assessed on its own or in combination with other competencies relevant to the job function

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	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 - When determining the health needs and working requirements of the horse • Communicating ideas and information - When interpreting the specific work that is required, and when dealing with colleagues and clients • Planning and organising activities - In setting up the regimes for working and training the horses • Working with teams and others - When working alongside others to achieve a common workplace outcome • Using mathematical ideas and techniques - In calculating quantities and volumes of feed and additives • Solving problems - When dealing with difficult or fractious horses • Using technology - When measuring, communicating and calculating Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE2136A	LOAD AND UNLOAD ANIMALS
EQO	Equestrian

DESCRIPTION: This unit covers the knowledge and skills to prepare horses for transport and to ensure their safety and well-being during transport.

It requires a working knowledge of animal handling techniques and associated facilities and equipment. Competency requires an awareness of legislative requirements with regard to animal welfare. The work is likely to be carried out under routine supervision within enterprise guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Check facilities and equipment for sound working conditions	1.1 Required facilities and equipment are identified 1.2 The work site, facilities and equipment are checked for hazards 1.3 Repairs and maintenance are carried out where necessary 1.4 Personal protective clothing and equipment is used and stored
2 Load animals	2.1 Animals are mustered, yarded/caught, prepared for transport, loaded and counted using safe working methods 2.2 Number is recorded according to enterprise procedures 2.3 Identification is recorded as required 2.4 Stock is loaded in compliance with animal welfare requirements and Occupational Health and Safety legislation
3 Unload animals	3.1 Animals are unloaded in safe manner to ensure no injury to personnel or animals 3.2 Number is recorded according to enterprise procedures 3.3 Agreement is reached on condition of animals
4 Perform appropriate animal health procedures	4.1 Stock is sorted if required 4.2 Animal health treatments are performed off truck as instructed 4.3 Animals are fed and watered to 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
Facilities and equipment	depending on the type of animals being loaded and unloaded facilities may include • yards • pens • fixed and portable loading ramps • cages • prods • dogs
Hazards	• animal movement and handling • solar radiation • dust • uneven work surfaces • gates • moving trucks and other vehicles
Personal protective clothing and equipment	may include • boots • overalls • gloves • protective eyewear • hearing protection • dust mask • sun protection, eg, sun hat, sunscreen
Animals	include • cattle • sheep • goats • pigs • horses • poultry
Identification	may include • tail tags • other means of identification of animals
Safe working methods	safe systems and procedures for

	• animal handling including zoonoses control (Q fever) • hazard and risk control • manual handling • outdoor work including protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective equipment
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.

What evidence is required to demonstrate competence for this standard as a whole?	• Assessment must confirm sufficient knowledge to • 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 ○ to safely and humanely load and unload animals in a calm and controlled manner ○ anticipate animal behaviour, provide and maintain appropriate animal health and nutritional requirement ○ demonstrate in the employment of safe workplace and positive environmental practices ○ load and unload animals must be transferable to another work environment. For example this may include different types of animals in different yards loaded onto and unloaded from different types of transport
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 ○ Animal handling and movement methods and techniques ○ Animal basic health and nutritional requirements ○ Animal herding/flocking behaviour ○ Environmental Codes of Practice with regard to animal production ○ Working dogs uses and techniques (where appropriate) ○ Relevant Occupational Health and Safety and animal welfare legislative requirements • Required skills ○ Provide due care and handle animals safely and humanely ○ Prepare equipment and working dogs (when used) for handling animals ○ Monitor animal behaviour and recognise irregularities ○ Read and interpret muster plans and maps ○ Calculate animal numbers and assess and calculate feed and water requirements
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 in the work environment
Contexts for performance	• 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 • This competency standard could be assessed on its own or in combination with other competencies relevant to the job function

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 - Stock counts can be reconciled with cartage notes • Communicating ideas and information - Identified hazards or problems encountered during loading and unloading may be communicated to the supervisor or transport operator • Planning and organising activities - Loading and unloading may be planned and organised with others according to workplace procedures • Working with teams and others - Team work may be applied in the communication of methods and procedures to control animals during loading and unloading • Using mathematical ideas and techniques - Mathematics may be applied in the calculation of animals during loading and unloading • Solving problems - Contingencies in the event of adverse weather conditions or uncontrolled animal movements may be planned and prepared to minimise disruption to work schedules • Using technology - To communicate, calculate and record animal numbers Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE3102A	EDUCATE, RIDE AND CARE FOR HORSES AND EQUIPMENT
EQO	Equestrian

DESCRIPTION: This competency standard covers the functions required to safely perform advanced level horsemanship activities, such as regularly monitoring horse health and condition, breaking in horses in line with property policy, and advanced horse riding activities. At the completion of the work described in this standard, property horses must be handled effectively and properly.

This standard requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and organisation workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to break and ride horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continues smooth operation of the preparation process 1.3 Equipment suitable for the work to be undertaken are selected, checked and maintained if necessary 1.4 Suitable personal protective equipment is selected used and maintained
2 Ride horses	2.1 Horses are caught and handled safely and within organisation's guidelines and Codes of practice for Animal Welfare and Handling of Horses 2.2 Mouthing /flexing is completed in line with industry and organisation practices 2.3 Tack is fitted and horses educated and broken to saddle in line with organisation policy 2.4 Regular handling and education maintains horse response 2.5 "Green" or uneducated horses ridden as a part of work routines and in line with relevant occupational health and safety legislation 2.6 Occupational health and safety hazards are continually identified, risks assessed and suitable controls implemented
3 Monitor horse health and condition	3.1 Regular monitoring as a part of daily routines identifies signs of ill health and poor condition in organisation horses 3.2 Horses in need of attention are mustered or caught as required and condition reported and recorded 3.3 Prescribed treatments are administered for common ailments under supervision of the veterinarian or organisation manager
4 Care for saddlery and equipment	4.1 Basic working gear to suit the individual horse is selected and fitted 4.2 Working gear is cleaned and checked as a part of regular daily routines 4.3 Working gear is maintained or repaired as required to ensure safe horse working conditions 4.4 Working gear and saddlery is cleaned and stored after use in line with organisation guidelines

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
Work to be undertaken	work procedures will be based on sound agricultural principles and practices and may include • supervisors oral and written instructions • organisation standard operating procedures • specifications • work notes • waste disposal, recycling and re-use guidelines • Occupational Health and Safety procedures
Personal protective equipment	may include • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Handled	• Initially by approaching the unbroken horse • fitting halters • fitting neck collars • use of industry recognised handling strategies
Mouthing	• lunging • long reins • restraints • other industry/organisation practices
Education	may include • grooming • rugging • shoeing • riding in confined and open areas • stockwork in confined and open areas
Occupational Health and Safety	relevant Occupational Health and Safety hazards identification, risk assessment and risk control measures • safe operating procedures

	• safe manual handling systems and procedures • safe systems and procedures for outdoor work, including protection from solar radiation • selection, use and maintenance of relevant personal protective equipment • all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal Codes of Welfare
Common ailments	may include • lower limb injury • respiratory diseases • infectious skin diseases • eye injuries • tendon and ligament injuries • lacerations and abrasions • viral, fungal or bacterial infections • internal or external parasites • nutritional disorders • colic
Working gear	includes • saddles • breastplates • martingales • bridles • cruppers • saddle bags • headstalls • saddle cloths • feeders • rugs • restraining devices ○ rearing bit ○ war bridle ○ blindfold ○ twitch ○ neck skin hold ○ leg strap ○ hobbles and sidelines
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 carry out horse handling operations safely and humanly in prepared handling areas using appropriate equipment and techniques - 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 - prepare horses for handling operations using equipment with calm and humane methods to minimise undue stress and risk to horses or handlers. - prepare and break horses for riding and monitor health together with maintenance of saddlery and horse equipment. Evidence must also be demonstrated in the advanced employment of safe workplace and positive environmental practices - be transferable to another rural environment. For example, across a range of horse temperaments and stages of breaking and training
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 - Assessing horse confirmation and work capabilities - Basic anatomy and physiology of a horse - Anatomy of the lower limbs of horses - Environmental controls and codes of practice applicable to the organisation - The organisations livestock production and management plans. Sound management practices and processes to minimise noise, odours and debris from the livestock operations - Relevant legislation and regulations relating to waste and environmental management, animal health and welfare, and employment of staff and contractors - Relevant Occupational Health and Safety legislation, regulations and codes of practice - Required skills - Identify common horse ailments - Quickly develop an empathy with the horse or horses in their care - Handle horses for routine procedures - Effectively assess horse needs and capabilities - Observe, identify and react appropriately to environmental implications and occupational health and safety hazards - Measures quantities required for feed
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 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 • This competency standard could be assessed on its own or in combination with other competencies relevant to the job function

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	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 - When determining the health needs and breaking requirements of the horse • Communicating ideas and information - When interpreting the specific work that is required, and when dealing with colleagues and clients • Planning and organising activities - In setting up the regimes for breaking the horses • Working with teams and others - When working alongside others to achieve a common workplace outcome • Using mathematical ideas and techniques - In calculating quantities and volumes of feed and additives • Solving problems - When dealing with difficult or fractious horses • Using technology - When measuring, communicating and calculating Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE3104A	CARRY OUT BASIC HOOF CARE PROCEDURE AND DENTITION
EQO	Equestrian

DESCRIPTION: This competency standard covers the process of maintaining horse hooves and dentition in premium condition. It requires the application of skills and knowledge necessary to inspect hooves and teeth, to perform basic care in line with stud policy and to provide assistance to farriers and veterinarians where appropriate.

Work is likely to be under limited supervision from others with checking only related to overall progress. The inspection and maintenance of hooves and teeth are performed within routines, methods and procedures with necessary skills such as the basic use of farriery tools to complete routine hoof care.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to perform hoof care and dentition on horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Organisation requirements for the care and handling of horses within the guidelines of animal health and welfare are recognised and understood 1.3 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process 1.4 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary 1.5 Suitable personal protective equipment is selected, used and maintained
2 Provide hoof care to horse	2.1 Basic farriery tools are selected for appropriate use 2.2 Horses legs are picked up and hooves picked and cleaned according to set leg routines 2.3 Legs are held and the hoof presented to allow treatment to be carried out efficiently and safely 2.4 Basic hoof care is provided according to organisation guidelines and procedures 2.5 Occupational health and safety hazards are continually identified while handling horses, risks assessed and suitable controls implemented
3 Replace dislodged and loose shoes	3.1 Loose shoe is removed and straightened if required 3.2 Loose shoes are tightened by renailing or application of extra nails 3.3 Cast shoe is reapplied taking care to avoid injury to the animal and all nails are clinched 3.4 Farrier assistance is called where hoof trimming or shoe shaping is required
4 Inspect horses teeth	4.1 Horses teeth are examined for sharp edges or protrusions and filed to achieve maximum comfort for the animal 4.2 Teeth or mouth injury requiring treatment by specialist professionals or veterinarian is notified to the stable foreman or trainer 4.3 Professional assistance is engaged when necessary in line with stud policy
5 Complete maintenance and administration	5.1 Equipment is cleaned in according to manufacturers specifications, organisational procedures and regulations 5.2 Attachments and other ancillary equipment are cleaned and stored according to with manufacturers specifications, organisational procedures and regulations 5.3 All containers, leftover fluids, waste and debris from the operations are disposed of safely and appropriately 5.4 All required documentation recorded accurately and promptly according to

	organisational 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
Organisation work procedures	Work procedures will be based on sound agricultural principles and practices and may include • supervisors oral or written instructions • organisation standard operating procedures • specifications • work notes • waste disposal, recycling and re-use guidelines • Occupational Health and Safety procedures
Personal protective and equipment	may include • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Farriery tools	may be needed • Hoofpicks • paring knife • farriers hammer • anvil • clinching pliers • horseshoe nails
Hoof care	• Hoof care, in particular for young horses will require regular attention to minimise hoof damage through cracking, cuts or abrasions
Actions to eliminate or minimise the occupational health and safety risk	• The range of actions are both systematic and run at an operational level. They are listed below ○ safe work systems and procedures to reduce kicks, bites and crushing injuries from horses. this will include using calm and positive actions to avoid alarming stock ○ safe manual handling systems and procedures ○ safe horse restraining procedures used while working on horses ○ clear communication between workers, especially when working together within a close proximity • All procedures must be carried out in compliance with the provisions of the Workplace Health and Safety Acts, their regulations and the relevant

	Codes of Practice
Teeth or mouth treatment	• This is usually all dental treatment apart from dentition maintenance
Recording and documentation of information	• Dates, times and periods of operation and maintenance, substances used, including quantities and methods • Recordkeeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records
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 inspect hooves and teeth, to perform basic care in line with stud policy and to provide assistance to farriers and veterinarians where appropriate - Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment
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 structure of the hoof and associated problems - Hoof care and shoeing procedures - Hoof injury - Dental abnormalities and their effect on horse health - The need to maximise hygiene practices and awareness - Required skills - Competently handle and restrain horses of all classes for hoof procedures - Safely apply dental aids to horses mouths. - Handle horses and duties around them in a firm but calm, gentle and unhurried manner - Complete horse records clearly and accurately - Observe, identify and react appropriately to environmental implications and occupational health and safety hazards
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	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 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	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 - In organising treatment timetables and treatment regimes • Communicating ideas and information - In communicating with farriers and dental professionals • Planning and organising activities - By organising stud personnel and contractors • Working with teams and others - By working with others to achieve overall stud goals • Using mathematical ideas and techniques - In estimating age and treatment intervals • Solving problems - When dealing with hoof or mouth injury • Using technology - When calculating and communicating Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE3131A	TRANSPORT LIVESTOCK
EQO	Equestrian

DESCRIPTION: This competency standard covers the functions required to safely and efficiently transport livestock to a destination within a specified timeframe.

It requires the application of knowledge and skills to handle livestock safely and humanely, maintain load within specifications and monitor the health and condition of livestock during transit. An awareness of legislation requirements associated with animal welfare and the transport of livestock is also required. The work associated with this standard would require some judgement and discretion and are likely to be carried out under minimal supervision with checking only related to overall progress.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for the transport of livestock	1.1 Transport plan is obtained, interpreted and clarified according to legislative and enterprise requirements 1.2 Vehicles, equipment and resources are identified and arranged according to transportation plan 1.3 Routine pre-operational checks of vehicle and equipment are carried out prior to use according to manufacturer's specifications and enterprise requirements 1.4 Load is calculated and maintained within working specifications
2 Load livestock	2.1 Workplace safety policies and procedures are observed and followed according to Occupational Health and Safety and enterprise requirements 2.2 Load agreement is checked for compliance with transport code specifications and relevant documentation completed 2.3 Prepared livestock are loaded and secured safely and humanely according to animal welfare, Occupational Health and Safety and enterprise requirements 2.4 Existing and potential hazards are identified and managed according to Occupational Health and Safety, legislative and enterprise requirements
3 Transport and unload livestock	3.1 Livestock are transported with minimal stress and discomfort according to animal welfare requirements 3.2 Vehicles follow approved transport routes and comply with legislated speed limits avoiding damage to livestock, personnel, vehicle or environment 3.3 Livestock are unloaded safely and humanely using appropriate equipment and facilities according to manufacturer's specifications 3.4 Livestock condition and welfare are monitored and appropriate feed and water requirements are provided according to enterprise requirements
4 Complete transportation operations	4.1 Vehicle shut-down procedures are carried out according to manufacturers specifications 4.2 Vehicle, equipment and facilities are cleaned, maintained and secured according to Occupational Health and Safety and enterprise requirements 4.3 Relevant information is documented according to legislative 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
Transport plan	may include • verbal or written briefing outlining and detailing the nature and scope of the task including time of loading, type of loading and unloading facilities • type of vehicles • number of livestock per vehicle • watering and feeding points • travelling time • destination • access road plan and haul routes • condition of livestock • place of loading • labour requirements • use of dogs and muzzles • potential hazards • safety and environmental protection procedures • animal welfare considerations • instructions and schedule details may also include • required authorisations and clearances • licensing and legislative requirements • hand-over procedures • any relevant documentation
Legislative	may include • relevant State/Territory roads and traffic regulations and licensing requirements • Environmental Protection Act • Occupational Health and Safety legislation • Codes of Practice with regard to animal welfare and land transport of livestock
Enterprise requirements	may include • SOP • industry standards • Total Quality Management standards • manufacturer's specifications • MSDS • operators manuals • enterprise policies and procedures

	• induction documentation • training materials • verbal or written instructions
Equipment, vehicles and resources	may include • equipment including cleaning equipment, power tools, hand tools, loading and unloading equipment/ramps • vehicles including floats, semi-trailers, road trains including B doubles, trucks and trailers and rail transport • resources including personnel, contractors, log books and relevant forms, vehicle specification and service manuals, vehicle tools, writing materials, first aid kit, fire control equipment and breakdown gear
Routine pre-operational checks	may include • pre-start • safety checks • service and maintenance procedures including checks of fuel and lubricant levels • assessment of tyres, wheels • controls and cables • warning lights and electrical systems • braking and hydraulic systems
Calculating a load	may include • height • weight • width • safety of the load
Occupational Health and Safety	Safe systems and procedures for • maintenance and operation of vehicles and equipment • handling livestock • manual handling, including lifting and carrying • protection from mechanical hazards including hydraulics, hazardous noise and organic and other dusts • health and safety of personnel and bystanders • outdoor work including protection from solar radiation • appropriate use of personal protective equipment
Load agreement	may include • an agreement reached between loader and carrier of type and number of livestock to be transported • load weight • recipient details
Preparation	may include

	• mustering • yarding • counting of livestock • appropriately applied and displayed identification marks, tags or tattoos
Hazards	may include • movement of livestock • operating and maintaining machinery and equipment including hydraulics • exposure to moving parts • noise • organic and other dusts • solar radiation • road transport
Relevant information	may include • documentation of vehicle log books • time sheets • maintenance records • details of equipment • resource use and performance • transportation and delivery outcomes • any hazard or incident details
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 handle livestock safely and humanly, maintain load within specifications and monitor the health and condition of livestock during transit • 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 ○ maintain the health and welfare requirements of livestock during transit while achieving the requirements of the transport plan within the scheduled ○ to interpret and apply instructions, operate and maintain vehicles, operate loading and unloading equipment, humanely secure livestock and comply with relevant legislative requirements and authorisations ○ be transferable to a different work environment, for example, if competence is evident in the transport of sheep, it must also be evident that these skills can be adapted to transporting goats
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 ○ Industry and legislative requirements for the transport of livestock ○ Animal welfare and Occupational Health and Safety legislative requirements ○ Environmental Codes of Practice with regard to vehicle operation and livestock production ○ Market requirements in relation to the quality and condition of livestock ○ Sourcing and costing transportation alternatives ○ Enterprise policies with regard to the use of vehicles and equipment ○ Equipment functions, technical capability and limitations ○ Hauling and towing procedures ○ Defensive driving techniques ○ Relevant documentation requirements and procedures • Required skills ○ Steer manoeuvre and position vehicle in a smooth and controlled manner in on and off-road conditions ○ Demonstrate safe and humane handling of livestock ○ Safely operate loading and unloading equipment ○ Apply hand-eye co-ordination ○ Demonstrate safe and environmentally responsible workplace practices ○ Obtain relevant licenses and permits

	○ Recognise vehicle operational faults ○ Demonstrate emergency procedures and defensive driving techniques ○ Read and comprehend manufacturers specifications, work and maintenance plans, and MSDS ○ Interpret transport plan requirements ○ Communicate verbally to advise and anticipate conditions ○ Maintain records, report and log books
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 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 • This competency standard could be assessed on its own or in combination with other competencies relevant to the job function

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 - In relation to loading and the routes to be taken • Communicating ideas and information - In determining the requirements of the specific job from delivery and dispatch offices and transport authorities • Planning and organising activities - For the safe transport of livestock • Working with teams and others - In completing specified activities and operations in conjunction with site personnel at both ends of the transport operation • Using mathematical ideas and techniques - In observing loading limits and vehicle instrumentation, and in the calculation of time and distance • Solving problems - By accessing information from supervisors and in relation to mechanical problems • Using technology - In operating any necessary equipment prior to, and during, the transport operation - communication technology, calculating equipment and measuring and recording equipment Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE3402A	IMPLEMENT ANIMAL HEALTH CONTROL PROGRAMS
EEO	Equestrian

DESCRIPTION: This competency standard covers the functions required to identify and treat internal and external parasites in animals.

It requires the application of knowledge and skills to accurately diagnose the type and severity of parasite infestation and administer appropriate treatments. Competency requires awareness of legislative requirements with regard to animal welfare. The work in this standard is likely to be carried out under routine supervision within enterprise guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for treatment of animals	1.1 Animals affected by parasites are identified and the type and severity of infestations are determined 1.2 Type and scope of treatment is determined and prepared according to manufacturer's specifications, Occupational Health and Safety and industry Codes of Practice 1.3 Equipment and materials required for the treatment of animals are prepared to manufacturer's specifications and enterprise requirements 1.4 Treatment site is prepared to industry standards according to enterprise requirements 1.5 Existing and potential hazards in the workplace are recognised, risk assessed and controlled according to Occupational Health and Safety requirements
2 Treat animals	2.1 Suitable personal protective equipment is selected, used and maintained according to Occupational Health and Safety requirements 2.2 Animals are safely handled and restrained without causing harm or injury to animal or handler 2.3 Treatment is administered hygienically and consistently according to manufacturer's specifications, Occupational Health and Safety and industry Codes of Practice 2.4 Withholding periods are observed and treated animals are identified to ensure isolation from non-treated animals 2.5 Animals are counted out, prepared and moved along planned route without damage to person, property or environment
3 Complete treatment process	3.1 Animal health and condition are monitored post-treatment and abnormalities reported according to enterprise requirements 3.2 Environmental implications associated with the treatment of animals are identified, assessed and controlled according to enterprise requirements 3.3 Equipment and worksite are cleaned and waste, including animal residues, are disposed of according to Occupational Health and Safety and enterprise requirements 3.4 Health treatments are stored to manufacturer's recommendations, industry and enterprise requirements 3.5 Relevant information is documented according to industry 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
Animals	may include • sheep • goats • pigs • dairy and beef cattle
Parasites	may include • lice • biting lice • sucking lice • ticks • blowfly • itch mite • mange • worms • bacteria • fluke
Treatments	may include • assessing the dosage and rates appropriate to the identified type and severity of infestation • selection of a chemical that doesn't cause fleece/fibre contamination and residues in milk • may also involve checking the expiry dates on health preparations for validity
Occupational Health and Safety	Safe systems and procedures for • operation and equipment • hazard and risk control • handling animals including zoonoses control • manual handling, including lifting and carrying • protection from hazardous noise and organic and other dusts • handling and storage of hazardous substances • outdoor work including protection from solar radiation • appropriate use of personal protective equipment
Equipment and materials	may include • drench guns

	• overhead gantry • yards • drenches • scales • races • gates • backpacks • faeces collection plastic bags • plastic gloves • sample jars • portable coolers • kits supplied by the Department of Agriculture • hand shears • jetting hand piece • water pump • temporary yards • portable plunge dips • sharpening stone • jetting race • tanks • spray dips/shower dips • plunge dips • portable crutching equipment • preparation may include the calibration of equipment to check accuracy of dose rates
Enterprise requirements	• SOP • industry standards • Total Quality Management standards • product labels • manufacturers specifications • MSDS • operators manuals • enterprise policies and procedures including waste disposal, recycling and re-use • reporting requirements
Preparing the treatment site	may include • yards • plunge dips • jetting races • in paddock • in piggery • spray dips/shower dips • preparation may involve cleaning and determining the method of site drainage
Hazards	• animal movement and handling • exposure to hazardous noise • dust • solar radiation • veterinarian chemicals

Personal protective equipment	may include • boots • hat/hard hat • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection
Restraint	• may involve the use of industry accepted animal restraint equipment in conjunction with safe and humane handling techniques
Preparation and movement	may include • giving animals time to settle post-treatment • conducting the move in a controlled and quiet manner to correct paddock • ensure the closure of gates
Environmental implications	negative environmental impacts may result from • the unsafe use and disposal of veterinarian chemicals (dipping, jetting, parasite control) and any consequent residual chemicals • impacts may also result from high concentrations of animals on ground cover causing run-off flows, loss of ground cover, soil disturbance, pugging, dust problems, weed seed in animal manure, contamination of ground and surface water supplies and odours
Residues	may include • fly blown flees • maggots • chemical residues
Storage	may include • safety • access • warning signs • temperature control • security for spillage
Relevant information	may include • details of equipment and materials used • performance of equipment • faults and malfunctions • number of treated livestock • details of treatment • any testing carried out and results • evaluation of treatment effectiveness

	observed abnormalities or behaviour in livestock
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 identify and treat internal and external parasites in animals • 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 ○ implement effective preventative health regimes for the control of parasites. ○ safely handle animals, determine the type and scope of treatment, observe withholding periods, and monitor animals for treatment effectiveness and abnormalities. Competence must be demonstrated in safe and positive environmental workplace practices ○ be transferable to another environment, for example, if competence is evident in carrying out a parasite control program for sheep, it must also be evident that these skills may be adapted to a program for goats and beef cattle
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 ○ Application procedures and effects of veterinary chemicals ○ Types of health preparation treatments ○ Livestock health and nutritional requirements ○ Types of parasite infestations and their symptoms ○ Grazing management strategies used in internal parasite control ○ Requirements for the preparation and transportation of faecal samples ○ Drenching equipment, drenches and their efficiency ○ Relevant Codes of Practice with regard to the safe use and handling of hazardous substances ○ Withholding periods for treated animals ○ Animal handling and restraint techniques ○ Occupational Health and Safety legislative requirements ○ Relevant Codes of Practice with regard to environmental protection • Required skills ○ Select and apply chemicals appropriate to treat parasites ○ Collect faecal, tissue or blood samples for laboratory analysis samples ○ Prepare autogenous vaccines ○ Treat rectal prolapse ○ Select and prepare livestock for culling ○ Arrange and co-ordinate equipment and resources

	○ Weigh and drench livestock ○ Assemble, check and calibrate drenching equipment ○ Demonstrate safe and environmentally responsible workplace practices ○ Provide due care and humanely handle animals ○ Return animals to prepared and clean environments ○ Identify the symptoms of parasite infestation ○ Read and interpret chemical and veterinary health labels, manufacturer's specifications and MSDS ○ Communicate verbally with the work team and the manager ○ Calculate animal numbers and measure treatment dosage and rates
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 in the work environment
Consistency 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 • This competency standard could be assessed on its own or in combination with other competencies relevant to the job function

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	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 - Information on animal testing may be collected and organised by reports for future analysis of parasite control and management • Communicating ideas and information - Information with regard to evidence of parasitic infection may be discussed and confirmed with veterinary medicine suppliers and animal health personnel • Planning and organising activities - The treatment process may be co-ordinated with work schedules and timeframes or sequenced as required • Working with teams and others - In the application of methods and procedures to complete the treatment program within timeframes and deadlines • Using mathematical ideas and techniques - Mathematical techniques may be used to calculate treatment dosage and rates for the size of the infestation • Solving problems - Problems of large infestations may be resolved by isolation procedures • Using technology - Technology may be used to communicate, source information and to estimate levels of infestation Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE3712A	ADMINISTER PRESCRIBED MEDICINE
EEO	Equestrian

DESCRIPTION: This competency standard covers the process of responsibly using prescribed medicine in treating horses.

When the requirements of this standard are achieved, prescribed medications will be administered strictly in compliance with veterinary advice, instruction and relevant regulations. Where necessary, professional veterinary or pharmaceutical support is engaged to administer medication.

This standard requires the application of skills and knowledge to administer medication to horses in a manner that is safe for both the operator and the horse. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work in this standard is likely to be carried out under routine supervision within enterprise guidelines.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to administer medication	1.1 Work to be undertaken is interpreted from organisation work procedures or direct instructions and confirmed with management 1.2 Equipment for the work is selected, checked, and hygienically cleaned where necessary 1.3 Suitable personal protective equipment is selected, used and maintained
2 Administer prescribed medication	2.1 While handling the horse(s), occupational health and safety hazards are continually identified, risks assessed and suitable controls are implemented 2.2 Administration of medication in the treatment of infection, disease or injury is carried out in the full cognisance of relevant regulations and veterinary drug legislative requirements 2.3 Prescribed medication usage in the treatment of infection, disease or injury is in line with the dose rate / limits prescribed 2.4 Prescribed medication usage in the treatment of infection, disease or injury is recorded and notified as required by regulations
3 Complete administration activities	3.1 Details of medication administration are recorded accurately according to organisational practices and relevant regulations 3.2 Syringes, needles and other vet medicine containers are placed in allocated disposal containers with tips removed from needles prior to disposal 3.3 Any observed irregular behaviours are reported to the manager or health professional so decisions on any necessary changes to treatments can be made 3.4 All records made, kept and maintained are clear, accurate, and follow the guidelines laid down by the industry and the organisation

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
Organisation work procedures	Work procedures will be based on sound agricultural principles and practices and may include • supervisors oral or written instructions • livestock production program • organisation standard operating procedures • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets • manufacturers service specifications and operators manuals • waste disposal, recycling and re-use guidelines • Occupational Health and Safety procedures • It is the responsibility of the manager or trainer to ensure that any drugs used in the working stud or stable are only used in accordance with instruction from the veterinarian, only used in the treatment of injury, infection or disease, and that all relevant authorities are notified as required when they are used
Personal protective equipment	may include • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Actions to eliminate or minimise the occupational health and safety risk	• Relevant occupational health and safety hazards identification, risk assessment and risk control measures include safe work systems and procedures for ○ reducing kicks, bites and crushing injuries from horses. This will include using calm and positive actions to avoid alarming stock ○ manual handling systems and procedures ○ preventing infection from injured/sick stock ○ systems and procedures for outdoor work, including protection from solar radiation ○ selecting, using and maintaining relevant personal protective equipment ○ clear communication between workers, especially when working together within a close proximity • All working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal

	Codes of Welfare
Administration of medication	They will be administered in line with Schedule 4 of the Poisons Act in the various States and may be in the form of a nasal drench, oral drench, paste, intravenous injection, intramuscular injection or topical application, but they must be in line with the Veterinary Surgeons Act in each State
Recording of information	Recordkeeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records
Relevant information	Dates, times and periods of work and maintenance, maintenance that is required for stables and / or equipment, work schedules and work completed, chemicals and other substances used, including quantities and methods, and readings from temperature and flow-rate gauges
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 administer medication to horses in a manner that is safe for the operator and the horse - Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment
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 consequence of administering prescribed medication to horses - Horse First Aid procedures and the limits to which they should be applied by personnel at all levels, until professional help is available - Sources of advice with regard to prescribed medication - Property policy with regard to prescribed medication - Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events - Required skills - Provide support to animal health professionals as required - Observe horse condition and health and accurately record and report observations - Complete specified protocols with regard to prescribed medication
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	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 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 • This competency standard could be assessed on its own or in combination with other competencies relevant to the job function

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 - In the analysis and organisation of veterinary recommendations and horse histories • Communicating ideas and information - When communicating with veterinarians and the breeding network • Planning and organising activities - In organising animal treatment • Working with teams and others - When working with others to achieve goals • Using mathematical ideas and techniques - When calculating weights and dosages • Solving problems - In dealing with problems of animal health • Using technology - In administering medication and monitoring health Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RTE4116A	PREVENT AND TREAT EQUINE INJURY AND DISEASE
EQO	Equestrian

DESCRIPTION: This competency standard covers the functions involved in preventing and treating injuries and disease in horses. It requires the regular checking of all horses on the property for signs of ill health, distress or abnormal conditions. In addition it requires the administering of veterinary medicines to treat disease incidence as instructed. Under the instruction from the manager, quarantine measures, vaccinations or other preventative procedures will also be completed. At the completion of the work described in this standard, disease incidence at the will be minimised. The work in this standard will be carried out independently within own area of responsibility.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare to treat horses	1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process 1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary 1.4 Suitable personal protective equipment is selected, used and maintained
2 Recognise and report common ailments	2.1 Routine and regular checks are made of horses to detect abnormal conditions 2.2 Common ailments are distinguished through signs of distress, elevated temperatures or skin or joint condition 2.3 Abnormal conditions are reported to the manager and actions are taken under instruction 2.4 Initial first aid procedures are carried out for horses until professional help arrives
3 Apply disease or ailment prevention procedures	3.1 Stable/paddock quarantine procedures are carried out according to enterprise practice 3.2 Stable hygiene practices are maintained at high levels in accordance with routine instructions 3.3 Routine annual or outbreak stimulated vaccination of horses is carried out under supervision of the veterinary practitioner with a minimum of stress to animals 3.4 Routine drenching and skin washing procedures are carried out to prevent or control external or internal parasites 3.5 While handling horses, occupational health and safety hazards are continually identified, risks assessed and suitable controls implemented 3.6 Comprehensive records of veterinary medication and treatment by other professionals are maintained for each individual animal
4 Treat equine injury and disease	4.1 Twitches and other restraining devices are used as required depending upon the individual horses temperament 4.2 Prescribed veterinary medicines are administered at correct dose according to instructions and with minimal stress to the horse 4.3 All handling of the horses is done within the guidelines of animal welfare codes and practices
5 Complete hygiene and administration	5.1 All equipment used in treating horses is cleaned hygienically and stored in accordance with manufacturers specifications, organisational procedures and regulations

	5.2 All containers, leftover fluids, waste and debris from the treatments are disposed of safely, hygienically and appropriately 5.3 All required records and documentation are completed accurately and promptly in accordance with operational 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
Personal protective equipment	may include • boots • helmet • overalls • gloves • protective eyewear • hearing protection • respirator or face mask • sun protection, eg, sun hat, sunscreen
Abnormal conditions	• Abnormal conditions include abnormal urine or manure and absence of variation in quantity of same
Life threatening ailments	• Life threatening ailments may include ○ twisted bowel ○ colic ○ malpresentation of foals
Distinguish ill health	• One might check ○ nasal, vaginal or rectal discharge ○ rectal temperature ○ abnormal respiration ○ abnormal coat conditions ○ lameness ○ agitation ○ kicking repeatedly
Rectal temperature	• In some establishments the taking of rectal temperature prior to work may identify a range of preclinical symptoms of respiratory infection or other illness which would not otherwise be identified
Behaviour or conditions	might be reported • Weaving • deprived appetite or other boredom conditions that may reflect on the health of stabled horses
First aid procedures	• Initial first aid procedures may be required in situations such as bleeding, or cast horses
Actions to eliminate or minimise the	• All working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal

occupational health and safety risk	Codes of Welfare • Relevant occupational health and safety hazards identification, risk assessment and control measures lead to safe work systems and procedures. Actions aim to ○ safe work systems and procedures ○ reduce kicks, bites and crushing injuries from horses; this will include using calm and positive actions to avoid alarming stock ○ for restraining horses while working on them ○ handling veterinarian products safely, including vaccines, needles and syringes ○ preventing infection from injured/sick stock ○ safe manual handling systems and procedures • Clear communication between workers, especially when working together within a close proximity • Selection, use and maintenance of relevant personal protective clothing and equipment
Recording and reporting of information	• Dates • times and periods of care given and readings taken • chemicals • medications and other substances used including ○ quantities and methods ○ readings from temperature gauges • recordkeeping systems used may be either ○ paper-based or digital ○ information will be recorded into logbooks or other records
Organisations procedures	work procedures will be based on sound agricultural principles and practices and may include • supervisors oral or written instructions • livestock production program • organisation standard operating procedures • specifications • routine maintenance schedules • work notes • product labels and Material Safety Data Sheets • manufacturers service specifications and operators manuals • waste disposal, recycling and re-use guidelines • occupational health and safety 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 to be considered	• Assessment must confirm sufficient knowledge in preventing and treating injuries and disease of horses • Assessment of performance should be over a period of time covering all categories from the Range Statement applicable to the learner's work environment
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) ◦ RTE2104A Carry out regular horse observation ◦ RTE3712A Administer prescribed medication
Required knowledge and skills	• Required knowledge ◦ To transfer the skills to other contexts and to deal with unplanned events ◦ Common horse diseases ◦ The range of common ailments that may occur or affect horses ◦ The application of a range of treatments under veterinary supervision ◦ Methods of horse handling ◦ Environmental controls and codes of practice applicable to the enterprise ◦ The organisations livestock production and management plans. Sound management practices and processes to minimise noise, odours and debris from the livestock operations ◦ Relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors ◦ The need to maximise hygiene practices and awareness ◦ Potential hazards associated with the operation of basic tools, and equipment ◦ Relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace Occupational Health and Safety, and the use and control of machinery and equipment • Required skills ◦ Handle horses and duties around them in a firm but calm, gentle and unhurried manner ◦ Identify signs of ill health and injury or signs of abnormal or depressed appetite ◦ Handle and restrain horses for observation and treatment as required ◦ Complete horse health and medication records clearly, accurately and in line with established practice for such records ◦ Observe, identify and react appropriately to environmental implications and occupational health and safety hazards
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 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	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 - In daily horse observations • Communicating ideas and information - In communicating with suppliers and the horse-property network • Planning and organising activities - By arranging horse husbandry activities • Working with teams and others - In working with other to carry out disease prevention and treatment • Using mathematical ideas and techniques - In calculating dosage and bodyweight • Solving problems - When dealing with injury or disease outbreaks • Using technology - In communicating and calculating Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0001A	HANDLE HORSES SAFELY
EQO	Equestrian

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

This unit refers to the identification and safe catching, management and handling of horses for the purposes of transporting, training and racing or recreational use. The competencies operate in work environments of stables, paddocks, yards, racecourses (where applicable), and in public areas. The work may be performed by licensed stable hands, strappers, trainers and others authorised to handle horses.

ELEMENT	PERFORMANCE CRITERIA
1 Identify and safely catch, control and lead a horse	1.1 Use features to correctly identify horses 1.2 Consider behaviour and level of education of animal prior to handling 1.3 Correctly identify and apply appropriate gear for catching, handling and controlling 1.4 Approach and catch selected horses and handle, lead and control in a safe and appropriate manner
2 Assist with the transportation of horses	2.1 Check towing vehicle and float for safety, suitability and compliance with road transport regulations 2.2 Correctly position vehicle and float for loading and unloading 2.3 Prepare horses for transport and apply protective equipment applied as required, in accordance with instructions and within the nominated time frame 2.4 Load or unload horses for transport in a calm and humane manner, in accordance with instructions 2.5 Apply correct procedures, under supervision, for dealing with difficult situations in loading and unloading, including procedures for securing and restraining the horses 2.6 Correctly report incidents, equipment defects, procedural problems and animal behaviour in transportation
3 Identify and respond to behaviour in horses	3.1 Apply knowledge and understanding of the senses of a horse and the communication traits of horses to handle horses safely 3.2 Identify and respond appropriately to the behaviour patterns of horses

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 gear	[all categories appropriate to the handling of either racing horses or horses used for recreational or competitive riding] • halters • appropriate leads • lunging whip • floating boots • bandages • twitches • anti rearing bits • muzzles • leg ropes • hobbles
Behaviour and level of education	[all categories] • identification of good/bad behaviour traits and vices • level of education required for safe handling and controlling • assessment of appropriate behaviour for handling • knowledge of retraining techniques
Features	• colour • markings • brands • sex • size
Handle horses safely	[all relevant factors contributing to the safe handling of horses used for either racing or recreational or competitive riding] these may include • consideration given to the physical environment, weather, other persons, animals, vehicles, fences, equipment and variables which influence behaviour of horses such as wind and noise • the environment where horses may be caught and controlled in yards, stables, tracks, public places, beaches or paddocks • animals may be caught on their own or amongst other horses • use of ropes for tying up horses safely • feet picked up correctly • release of horses correctly into paddocks and yards
Transport	[all categories relevant to the racing, sport or recreational work environment]

	- floats - single - double - trucks - air transport
Working environment	[all categories relevant to the racing, sport or recreational work environment] - wash bays - day yards - paddocks (single horse or groups of horses) - round yards - exercise areas - stables - crushes - stripping stalls - sand rolls - restraining areas - swimming pools - beaches - rivers and dams - stalls - race tracks - training areas Work environment may include day or night, restricted spaces or open environments

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 procedures to handle horses safely, under supervision, in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering all categories of the Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ interpret and follow supervisor's instructions ○ assess task and match to personal ability to undertake task ○ identify animal by brand, sex, size, colour, leg and face markings ○ gather information about previous education and behaviour of individual animal in relation to handling and reflect that information in handling technique ○ identify and apply nominated gear correctly ○ catch, handle, lead and control a range of horses in a variety of environments, following instructions ○ apply safe work practices ○ load and unload horses for the purposes of transporting, in a safe manner and according to instructions ○ prepare horse for transportation ○ source information relevant to instructions
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) ○ RTE2130A Ride horses and care for equipment ○ RTE2136A Load and unload animals ○ RTE2121A Provide daily care for horses ○ RTE2104A Carry out regular horse observation
Required knowledge and skills	• Required knowledge ○ Sources of information relevant to instructions in order to gather information about previous education and behaviour for individual animal in relation to handling and apply that information to the handling technique ○ Gear to catch, transport, restrain and handle horses in a safe manner ○ Social behaviour and vices of horses in order to anticipate their behaviour ○ Common safe horse handling techniques ○ Principles of horse welfare and safe work practices ○ Senses, communication traits and behaviour patterns of horses ○ Techniques used to prepare horses for transport • Required skills ○ Ability to relay information from others to supervisor or employer ○ Effective communication skills to seek information, advice and/or assistance ○ Ability to match assessment of task to personal ability to

	- undertake the task - Reporting/recording skills to document or report difficulties with regard to handling horses
Resource implications	- Physical resources - assessment of this competency requires - access to stables with a variety of horses. All assessment must - relate to horses in a racing, recreational or training program, housed in an appropriate private or commercial establishment - include a variety of horses at different stages of their training - include a range of quiet and reasonably tractable horses of different temperament, training and behaviour - 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 SROEQO002A - 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) different occasions in order to ensure consistency of performance over the Range Statements and contexts and the range of tasks applicable to the work environment
Context for assessment	- Competency must be demonstrated on the job during the normal routine operation of a stable used to house horses for racing, competitive sport or recreational riding. For valid and reliable assessment of this unit of competency must include a variety of horses at different stages of their racing or training program and include a range of horses of different age, temperament and behaviour. - The assessment context should include hazards 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
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 - To report to supervisors on changes in the behaviour and condition of animals, handling problems, and to converse with other workers to exchange and obtain information • Communicating ideas and information - By referring to official publications, racing calendars, textbooks, log books, bulletin boards, posters and diaries • Planning and organising activities - By organising in advance equipment, transport and gear • Working with teams and others - By liaising with employers, supervisors and work colleagues to plan and distribute work tasks • Using mathematical ideas and techniques - By calculating travel time for journeys and by using safe working loads when lifting or towing • Solving problems - By observing traits of individual horses and reporting unusual behaviour or conditions; by analysing work practices and suggesting alternative methods • Using technology - Using mobile phones, radios and facsimile to communicate, and using computers for internet access to information such as race programming Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0002A	DEMONSTRATE BASIC HORSERIDING SKILLS
EQO	Equestrian

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

This unit covers the knowledge and skill to participate in horseriding activities in *controlled conditions* under supervision.

ELEMENT	PERFORMANCE CRITERIA
1 Select horse and tack	1.1 Select equipment after consideration of contextual issues 1.2 Check equipment to ensure that it is in good working condition 1.3 Assess horse for safety and suitability for the activity 1.4 Catch and lead horse tether, prepare and tack up in a safe and appropriate manner 1.5 Demonstrate quick release knot 1.6 Fit and correctly adjust equipment and personal equipment suitable for the rider and horse
2 Mount and ride the horse	2.1 Select a suitable arena, free from hazards and obstacles 2.2 Check tack before mounting 2.3 Mount horse in a safe and balanced manner, using accepted procedures (from the ground or using a mounting block) 2.4 Adjust equipment as necessary to fit the rider 2.5 Ride horse through gaits (in each direction) in a balanced and calm manner , use recognised aids , with the rider having good control of the animal 2.6 Ride horse in a group with others and alone, through a variety of required movements in a confident fashion using aids appropriate to its training 2.7 Apply aids in a manner consistent with the training of the horse
3 Control horse with consideration of the safety of others	3.1 Demonstrate control of the horse at all times in controlled conditions 3.2 Display an understanding of safe zones for riding in a group 3.3 Assess hazards and act appropriately and creatively to reduce their impact 3.4 Demonstrate understanding of safe procedures for emergency situations
4 Dismount and lead horse	4.1 Dismount safely 4.2 Lead the horse safely
5 Cool down and release horse	5.1 Cool the horse down as necessary 5.2 Remove equipment , check for wear or breakage, and store in an appropriate manner 5.3 Release horse using safe 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
Aids	[three categories] • legs • weight • hands • voice • training whips • spurs
Balanced and calm manner	[all categories] • sitting in balance with the horse, in time with its action • communicating with the horse with smooth instructions • keeping control of the speed and direction of the horse
Contextual issues	[all categories] • size of horse • size of rider • weather • experience and riding discipline of rider • training and behaviour of horse • environment in which activity will take place
Controlled conditions	[all categories] • under supervision • minimal environmental hazards and obstacles • good weather conditions • quiet and reasonably tractable horses • reasonable level terrain
Equipment	[all categories] • halters • ropes • towels • brushes • hoof picks • saddles • saddle cloths • bridles • martingales

	• cruppers • breastplates • helmets • boots • markers • cavaletti • barrels • paddock or other rugs • sponges • bandages
Gaits	[all categories] • walk • trot • canter
Hazards	[awareness of all categories] • may include ○ horse out of control ○ horses too close together ○ aggressive horse ▪ biting ▪ kicking ○ horse misbehaving ▪ rearing ▪ bucking ○ fallen rider ○ object frightening horses ○ environmental hazards ▪ obstacles ▪ uneven surfaces ▪ unsuitable fencing ▪ slope of ground ▪ broken wire ▪ gates
Personal equipment	[all categories] • clothing • boots • helmets
Required movements	[all categories] • turns • halts • circles • reverses • serpentines • figures of eight

	• riding towards and away from the group
Safe procedures	[all categories] • catching • leading • grooming • picking out feet • washing • saddling • bridling • tethering • mounting • keeping distance from other horses • response to fallen/injured rider in group • dismounting • unsaddling • unbridling • cooling down horse • rugging • releasing horse to paddock/stall • lunging

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 basic horseriding and safety equipment, its use and care • Assessment of performance should be over a minimum of two (2) occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ apply knowledge of the principle of safe handling of horses to perform basic horseriding skills in controlled conditions ○ apply basic horse psychology and behaviour patterns to control the horse in a controlled environment
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQO001A Handle horses safely • 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) ○ RTE2130A Ride horses and care for equipment ○ SROODR001A Apply basic outdoor recreation logistics ○ SROOPS001B Implement minimal environmental impact practices
Required knowledge and skills	• Required knowledge ○ Common safe horse handling techniques ○ Different horse related equipment ○ Selection and use of horseriding equipment ○ Social behaviour and vices of horses ○ Gaits of horses ○ Correct techniques for basic horseriding • Required skills ○ Horse handling techniques ○ Horse care
Resource implications	• Physical resources - assessment of this competency requires access to ○ horses and a suitable location with controlled conditions ○ all assessment must ▪ relate to horses in a recreational or training program, housed in an appropriate private or commercial establishment ▪ include quiet and reasonably tractable horses • 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 SROEQO005A ○ 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	Due to issues such as different horses and their temperaments, 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 demonstrating basic horseriding skills
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of a horseriding activity in controlled conditions - 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	-	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 suitable location to ride horse in controlled conditions • Communicating ideas and information - Not applicable • Planning and organising activities - Planning sequence of gaits to take horse through • Working with teams and others - Riding as part of a group • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with uncooperative horse • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQO003A	SUPERVISE HORSE HANDLING
EQO	Equestrian

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

It refers to assisting and supervising others to identify and safely catch, control and handle horses.

The competencies operate in work environments of racing stables, paddocks, yards, racecourses, and in public areas.

ELEMENT	PERFORMANCE CRITERIA
1 Assist others to identify and safely catch, control and handle horses	1.1 Receive and then give instructions to others regarding the catching and controlling of horses as required 1.2 Provide assistance and supervision to others in the identification, catching and controlling of horses according to organisational procedures 1.3 Identify the purpose of different gear as used to control and handle horses 1.4 Assess competence of self with regard to safe handling of very difficult/dangerous horses and seek assistance where necessary 1.5 Provide instructions regarding the catching and controlling of horses as required by the organisation to others 1.6 Identify competence of other workers with regard to individual horses and delegate minor tasks/roles accordingly

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	[all categories relevant to the racing, sport or recreational work environment] • relayed instructions from supervisor or employer to others • instructions to clients
Provide assistance	[all categories relevant to the racing, sport or recreational work environment] • other stable employees • veterinarians • contractors • goods and services suppliers • farriers • clients
Supervision	[all categories relevant to the racing, sport or recreational work environment] • other stable employees • clients

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 safe handling procedures in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering all categories of each of the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ support others in handling horses in an appropriate manner ○ follow instructions of supervisor or act autonomously, when appropriate, with regard to handling a range of horses ○ describe the purpose of and use a range of gear for catching and controlling horses ○ communicate appropriate instructions related to handling horses to others ○ assess the level of an individual's competency to undertake a task when issuing instructions ○ catch, control and handle a variety of horses, including those which are difficult, but not dangerous, to handle
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQ0001A Handle horses safely • 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 other units ○ Nil
Required knowledge and skills	• Required knowledge ○ The range and purpose of gear for catching and controlling horses ○ Safe work practices when giving instructions ○ Handling techniques for horses ○ Factors affecting effective working relationships/teams • Required skills ○ Ability to catch, control and handle a variety of horses, including those which are difficult, but not dangerous, to handle ○ Giving receiving and interpreting instructions
Resource implications	• Physical resources - assessment of this competency requires access to ○ a variety of horses (at different stages of preparation/education) during the normal routine and operation of an establishment or 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 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 diverse range of horses and their temperaments, 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 supervising others to identify and safely catch, control and handle horses
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of assisting and supervising others to identify and safely catch, control and handle horses. All assessment must ○ relate to horses in a sport, racing or recreational or training program, housed in an appropriate private or commercial establishment ○ include a variety of horses at different stages of their training ○ include a range of quiet and reasonably tractable to difficult but not dangerous horses of different temperament, training and behaviour • 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	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 - Referencing official publications and discussing with others at the workplace • Communicating ideas and information - Conveying instructions to others employees • Planning and organising activities - Organising regular team meetings to report problems and assessments • Working with teams and others - Liaising with employees to plan and distribute work tasks • Using mathematical ideas and techniques - Calculating gear and equipment quantities required • Solving problems - Observing and analysing work practices and introducing improvements • Using technology - Using computers for internet access for information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0004A	APPLY FIRST AID FOR HORSES
EQO	Equestrian

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

This unit involves the management of health, fitness and well being of horses and the assessment and application of first aid where necessary prior to veterinary attention and the management of health, fitness and well being of horses.

This competency requires knowledge of the basic anatomy and physiology of horses and appropriate first aid procedures relating to accidents and injuries.

ELEMENT	PERFORMANCE CRITERIA
1 Assess and respond to health problems and injuries in horses	1.1 Apply first aid policy and procedures, with respect to humane treatment of horses, State regulations and duty of care 1.2 Implement assessment of animal for injuries/distress/health and fitness 1.3 Calm and restrain horses prior to first aid assessment 1.4 Carry out appropriate assessment of injuries/health problems and determine the immediate and ongoing course of action 1.5 Establish a policy and system of referral for treatment and emergency care which is understood, followed and contributed to 1.6 Implement, where applicable, pre and post activity assessment of animals for injuries/distress/health and fitness
2 Apply basic first aid to horses	2.1 Identify individual items in a comprehensive first aid kit and first aid equipment in terms of their uses 2.2 Demonstrate knowledge and application of first aid procedures and principles relating to injuries/accidents/illness are known and applied
3 Assist the veterinarian	3.1 Provide assistance to veterinarian during examination as directed and in a manner which avoids complications to existing injury, or injury to self or veterinarian using accepted safe practices for restraint and handling the animals 3.2 Carry out treatment and management practices as prescribed by the veterinarian following examination
4 Care for a convalescing horse	4.1 Administer intramuscular injections according to instruction as part of the ongoing course of treatment 4.2 Remove and reapply bandages as instructed, firm enough to stay in place and without causing discomfort to the horse 4.3 Provide Horse with therapeutic exercise if required 4.4 Provide horse with feed which will aid health and digestion in the process of recovery 4.5 Ensure that pharmaceutical or therapeutic treatment complies with industry regulations

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 of prescribed medicines	[all categories] • must be in line with Schedule 4 of the Poisons Act in the various States/Territories • may be through oral drench, paste, food additives, intramuscular injection, topical application and must be in line with the Veterinary Surgeons Act in each State/Territory
Assistance to veterinarian	[all categories] • restraint • running out • use of halter and rope, nose twitch
First aid	[all categories relevant to the racing, sport or recreational work environment] • treatment of ○ cuts ○ breaks ○ colds ○ punctures ○ colic ○ abrasions ○ tying up ○ bleeders ○ acidosis ○ distress ○ hoof pricks ○ stone bruises ○ quarters ○ abscesses ○ allergic reactions ○ cast horses ○ quarter cracks ○ bowed tendons ○ abnormal temperature ○ insect bites ○ animal bites ○ diarrhoea ○ dehydration ○ founder ○ oedema ○ pneumonia ○ skin infections • application of support and box bandages • treatment and implications of swelling and inflammation

	• assessment of temperature and respiration • administration of intramuscular injection
First aid equipment	[all categories] • bandages • poultices • scissors • antiseptic creams/lotions/sprays • twitch • thermometer • water and ice • cotton wool • anti inflammatory drugs • painkillers
Pre and post activity assessment	[all categories] • weight • in season • nose, eyes • respiration rate • lameness • cramping • heart/pulse rates
Treatment	[five categories] • cleansing • isolation • immobilisation • administration of medication • poultice • support bandage • hosing

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 first aid practices and procedures to care for horses in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering all categories the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ demonstrate knowledge of animal first aid equipment and facilities requirements in the workplace ○ recognise vital signs of horses health/injuries ○ apply first aid procedures for horses appropriate to injury assessment ○ apply safe handling and restraint techniques for horses ○ apply rules and regulations pertaining to the use of pharmaceutical products with racing horses
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQ0001A Handle horses safely • 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) ○ RTE3104A Carry out basic hoof care procedures and dentition ○ RTE3402A Implement animal health control programs ○ RTE3712A Administer prescribed medicine
Required knowledge and skills	• Required knowledge ○ Basic anatomy/physiology of horses ○ Key health signs/clinical examination techniques ○ First aid equipment and facilities required in the workplace • Required skills ○ Safe horse handling and restraint
Resource implications	• Physical resources - assessment of this competency requires ○ access to a private or commercial establishment and the full range of equipment normally associated with same and a variety of horses in various stages of work • 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</i>

	<i>Registered Training Organisations</i>
Consistency in performance	Due to issues such as the variation of injuries and the associated treatments, 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 applying first aid for horses
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of applying first aid skills as they apply to horses. All assessment must - relate to horses in a sport, racing or recreational or training program, housed in an appropriate private or commercial environment - include a variety of horses at different stages of their training - include a range of quiet and reasonably tractable horses of different temperament, training and behaviour - 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	2	1	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 - Referencing first aid manuals and preparing instructions on the assessment of illness • Communicating ideas and information - Conveying information to team members on first aid procedures • Planning and organising activities - Organising regular team meetings to report problems and assessments • Working with teams and others - Working with colleagues to plan and distribute work • Using mathematical ideas and techniques - Measuring quantities such as weight, temperature and pulse in horses • Solving problems - Reporting changes in health or condition in horses • Using technology - Using mobile phones for reporting emergencies Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0005A	DEMONSTRATE HORSERIDING SKILLS IN TRACKED AREAS
EQO	Equestrian

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

This unit covers the knowledge and skill to independently ride horses for up to a day's duration along trails in good conditions in areas that have some terrain hazards.

Tracked 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 Plan for the activity	1.1 Select an appropriate horse 1.2 Select a suitable saddle and associated equipment 1.3 Calculate and pack food and water resources for trip 1.4 Prepare and pack navigation and other safety resources 1.5 Check weather forecast prior to departure
2 Demonstrate horseriding skills in a trail ride situation	2.1 Mount and dismount in a safe manner in an open <i>trail ride environment</i> without assistance 2.2 Adopt appropriate posture for horseriding, with the horse being controlled in a safe and effective manner 2.3 Establish and maintain a <i>good rhythm</i> 2.4 Negotiate <i>obstacles</i> in a safe manner 2.5 Demonstrate appropriate <i>ascending technique</i> on inclines 2.6 Demonstrate appropriate <i>descending technique</i> on inclines 2.7 Demonstrate appropriate navigation skills to follow planned route 2.8 Apply minimum impact procedures are applied
3 Ride in a safe manner	3.1 Identify <i>hazards</i> and minimise or eliminate <i>risks</i> where possible 3.2 Take measures to guard personal and group safety through the use of <i>regulations and rules</i> 3.3 Consider the <i>safety of others</i> while riding

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 technique	[all categories] standing up in stirrups with weight forward to assist horse's movement
Descending technique	[all categories] sitting deep in the saddle with the body in line with the slope of trees growing on the slope/incline
Good rhythm	[all categories] assisted by few stops and starts and changes of pace, with all members of group keeping a steady flowing pace appropriate for both large and small animals
Hazards	[all categories] - loose rocks - tree roots - low boughs - slippery or unstable terrain - fauna - snakes - biting insects - crocodiles - flora - stinging trees - nettles - storms, lightning, and unforeseen changes in weather conditions
Obstacles	[all categories] - rivers - low boughs on trees - logs - rocks - exposed areas
Regulations and rules	[all categories] - minimum impact procedures "country code" - local and other government regulations re use of national parks, beaches

	- and roads - industry standards for maximum workload for horses - Codes of Practice
Risks	[all categories] - injuries (to horse or rider) - exhaustion (of horse or rider) - misbehaviour by horse (bolting, fighting) - falling - broken equipment - heat exhaustion or hypothermia - health problems (asthma, nosebleeds)
Safety of others	[all categories] - is considered through - appropriate speed - group management (especially distance between horses) - observation of fatigue levels - definition of age and experience - care of equipment - choice of tracks - mobile communication system
Trail	[all categories] - marked trail with some hazards such as tree roots, overhanging branches, creeks with knee-deep water - good weather conditions - reasonable level terrain with no steep ascents, descents or gullies
Trail ride environment	[one category] - bushland - arid areas - alpine areas - rainforest - beaches - paddocks - tracks and roads

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 equipment (safety and personal), clothing, food and water selection for self and horse for rides of up to a day's duration in good conditions • Assessment of performance should be over a minimum of three (3) different occasions on different trails covering the prescribed number of categories from the Range Statements that are applicable in the learner's environment • In particular, assessment must confirm the ability to ○ demonstrate basic ability to ride with confidence and good style on tracks/trails ○ cope with a limited range of hazards and obstacles ○ travel along a variety of tracks and differing terrain ○ handle horse to ensure the safety of self and others ○ understand use of equipment and apply this knowledge to its correct use
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROODR002A Plan outdoor recreation activities ○ SROOPS002B Plan for minimal environmental impact ○ SROEQ0002A Demonstrate basic horseriding skills • This unit must be assessed in conjunction with the following unit(s) ○ RTE2130A Ride horses and care for equipment • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ TDTH0201A Plan and navigate routes ○ SRONAV001B Navigate in tracked or easy untracked areas
Required knowledge and skills	• Required knowledge ○ First aid knowledge appropriate to the location and level of responsibility in order to make an initial response to injuries of self and others ○ Minimum impact code and minimal impact practices applicable to horse trail riding ○ Equipment selection, use and maintenance ○ Fluid and nutritional requirements whilst riding for up to a day's duration ○ Navigation techniques in tracked areas in good weather conditions ○ Emergency and rescue procedures appropriate to the location ○ Weather interpretation knowledge and application of weather information to determine the impact of weather on the track, riding conditions and horse ○ Clothing selection to ensure comfort and physiological well-being whilst riding ○ Basic horse first aid techniques applicable to injuries sustained by horses whilst being ridden in tracked areas in good conditions • Required skills ○ First aid skills appropriate to the location/degree of remoteness of the track used for riding ○ Horse handling and riding skills suitable for riding in tracked areas ○ Navigation skills in tracked areas in good weather conditions

	○ Weather interpretation skills
Resource implications	• Physical resources - assessment of this competency requires access to ○ a horse ○ saddle and other associated riding equipment ○ helmet ○ personal clothing suitable for the conditions and location ○ food and water resources ○ navigation equipment ○ suitable location for the conduct of rides in tracked areas • 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., SROEQO010A) ○ 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) different occasions on different trails in order to ensure consistency of performance over the Range Statements and contexts applicable to different tracks
Context for assessment	• Competency must be demonstrated whilst participating in horse trail rides in tracked areas. • 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	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 regarding proposed trail route • Communicating ideas and information - Not applicable • Planning and organising activities - Planning the food and water resources required for the trail • Working with teams and others - Working with other riders in the group • Using mathematical ideas and techniques - Not applicable • Solving problems - Selecting appropriate points to cross a river • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0006A	GUIDE DAY HORSE TRAIL RIDES IN TRACKED AREAS
EQO	Equestrian

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 horse trail rides on terrain/conditions not exceeding personal skill level in tracked or easy untracked areas.

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 Ascertain accurate indications of horseriding knowledge, skill, ability and previous riding experience of clients 1.2 Select horses of suitable size and temperament to suit individual rider's needs, abilities and attitude 1.3 Give consideration to the ability to acquire additional or new horses, depending on the urgency of the situation, should the need arise 1.4 Plan for food, water and access adequate resources taking into consideration contextual issues 1.5 Select trail ride route and location of rest stops to minimise impact on the terrain and other trail users 1.6 Inform base camp of route and anticipated times
2 Plan a day horse trail ride for clients and pack saddle bags	2.1 Establish attainable group objectives 2.2 Obtain and interpret weather information for local conditions of the trip 2.3 Obtain permits or permission for access where necessary 2.4 Ensure correct leader/client ratios are met 2.5 Prepare a checklist for personal equipment and safety and rescue equipment as trip leader 2.6 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan 2.7 Pack first aid equipment for both horse and rider 2.8 Pack saddle bags to ensure that they are balanced and comfortable for the horse
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 pack with gear appropriate to proposed trip, if applicable 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) 3.6 Provide information to clients regarding horses and their behaviour patterns and characteristics
4 Maintain physical welfare of group	4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, riding times and distances 4.2 Assess capabilities of group members before commencing, through observing their skills 4.3 Ensure all clients are properly equipped for the trip and conditions 4.4 Monitor individual client's and horse's performance and needs

	4.5 Evaluate riding 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 day ride to the group 5.2 Provide clear and concise direction and advice to group during the ride 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 day horse trail riders safely	6.1 Monitor appropriate spacing between riders 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 Lead both mounted and unmounted horses from horseback 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 a temporary site for short stops using minimal impact practices	7.1 Select suitable sites with reference to minimal impact on the environment 7.2 Establish sites to ensure comfort and safety of the group 7.3 Use minimal impact relevant to the local environment during use of the sites 7.4 Explain relevant minimum impact practices to group and monitor their compliance 7.5 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 Check and deal with injuries or wear to horses according to procedures 9.4 Evaluate, including client feedback, all aspects of trip organisation and conduct 9.5 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] • food and water • saddles and associated horse equipment • maps and compass • safety equipment, eg, first aid • watch • appropriate clothing • horses
Hazard	[all categories relevant to location] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain • stinging trees and nettles • snakes • biting insects • dense vegetation • flooding • wind

	• soft ground or mud • lightning • vertical exposure • river crossing
Safety and rescue equipment	[all categories] • 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 day horse trail rides with clients in tracked or easy untracked areas not exceeding personal abilities on trips 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 day horse trail rides 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 day horse trail rides programs at a number of different locations to suit - different client needs - different activity aims - different types of client groups - different environmental conditions
Interdependent assessment of unit	- This unit must be assessed after attainment of competency in the following unit(s) - SROEQ0005A Demonstrate horseriding skills in tracked areas - 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 - SRONAV001B Navigate in tracked or easy untracked areas
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 for both humans and horses ○ Selection and use of equipment for trips ○ Sources of food and water in emergency situations ○ River crossing techniques ○ Application of weather information • Required skills ○ Horse riding and handling skills ○ Stowing and waterproofing gear ○ River crossing skills ○ Navigation ○ Survival skills ○ People skills ○ First aid skills appropriate to the location for both humans and horses
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 horse trail rides with real clients ○ suitable horses ○ saddles and associated horse equipment ○ backpack/saddlebags ○ suitable footwear ○ food and water ○ suitable clothing for the conditions ○ first aid kit ○ navigation equipment ○ permits • 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., SROEQO014A Guide trail rides in a broad range of situations) ○ 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 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 day horse trail rides 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 horse trail rides 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 • 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.						

SROEQ007A	SELECT AND MANAGE HORSES FOR BEGINNER RIDERS
EEO	Equestrian

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

This unit covers the knowledge and skills to select a horse to suit the needs of individual beginner riders.

ELEMENT	PERFORMANCE CRITERIA
1 Select suitable horses	1.1 Identify the characteristics and types of horses required after consideration of workplace issues 1.2 Identify and evaluate sources of horses according to needs 1.3 Test horses extensively prior to acquisition 1.4 Acquire horses a suitable time prior to the activity to allow for training 1.5 Check compliance of animals with behaviour patterns consistent with accepted industry practice 1.6 Monitor health of animals to ensure use of healthy animals
2 Maintain and train horse	2.1 House, care for and transport horses to ensure safety and well being and monitor horse health and welfare continually 2.2 Handle and ride horses in accordance with accepted industry practice and controlled in a manner to minimise risk to both humans and other animals 2.3 Educate/train, where necessary, horses to alter inappropriate behaviour patterns and habits in order to ensure their suitability to the conditions and the clients' needs 2.4 Remove horses exhibiting inappropriate behaviours from the program if re-training is ineffective or impractical
3 Choose a horse to suit individual beginner rider needs	3.1 Ascertain accurate indications of horseriding knowledge, skill, ability and previous riding experience of clients via suitable methods 3.2 Select horses of suitable size and temperament to suit individual rider's needs, abilities and attitude 3.3 Ensure alternative, suitable horses are always available to replace a horse behaving in an unsafe manner 3.4 Give consideration to the ability to acquire additional or new horses, depending on the urgency of the situation, in non-routine situations
4 Manage horses on a ride	4.1 Provide information to clients regarding horses and their behaviour patterns and characteristics 4.2 Monitor activity constantly to ensure that the pace suits the least fit and capable horse/rider in the group 4.3 Modify activity, where necessary, based on an assessment of the behaviour of horses, and factors influencing their behaviour 4.4 Attend to problems resulting from interaction between horses and riders (or between horses) quickly and appropriately to ensure client safety 4.5 Enforce client compliance with regulations, restrictions and guidelines re appropriate behaviour

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
Non-routine situations	[four categories] • misbehaviour of horses • client characteristics (physical or intellectual disability, over or under weight, cultural differences) • injuries • emergencies • client phobias and panic • client's body dimensions or shape • weather conditions • peer pressure
Riders	[three categories] • children • adults • people with disabilities • variation of age, gender, cultural background, weight and height
Sources of horses	[all categories] • breeding and training programs • personal contacts • newspaper advertisement • horse dealers
Unsafe manner	[all categories] • bolting • biting • rearing • bucking • kicking • shying • over-sensitivity • propensity to fighting
Workplace issues	[all categories] • size of groups • cultural background of riders • riding experience of clients • length of sessions

	• activity location • weather conditions • numbers in group • budget • group needs • condition of terrain and fencing • number of supervisors • riding experience of supervisors

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 horses and horse behaviour • 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 knowledge of horse behaviour to determine the most appropriate horses to suit clients riding abilities and the situation ○ independently select horses which are appropriate for all categories of beginner client ○ manage horses and riders during a riding session
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQ0005A Demonstrate horseriding skills in tracked 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 ○ SROEQ0009A Plan conditioning and training programs for horses
Required knowledge and skills	• Required knowledge ○ Factors affecting general horse selection ▪ advantages ▪ disadvantages ▪ cost ○ Factors affecting choice of horses ▪ size ▪ age ▪ healthiness ▪ tractability ▪ absence of vices ▪ temperament ○ Occupational Health and Safety and legislative requirements ○ Technical horse riding knowledge for retraining ○ Industry standards of safety for riders and humane treatment of animals ○ Horse training and education principles • Required skills ○ Problem solving and decision making skills to efficiently determine suitable horses ○ Riding skills ○ Group management skills in a riding context
Resource implications	• Physical resources - assessment of this competency requires access to ○ a horseriding location offering controlled conditions ○ groups of different clients ○ horses in various stages of training ○ associated riding 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, 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) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to different clients and horses
Context for assessment	• Competency must be demonstrated whilst selecting horses for riders to participate in controlled riding activities under supervision • 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 and may be assessed on the job or in a simulated situation by demonstration • 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	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 - Collecting information regarding skills and previous experience of clients • Communicating ideas and information - Advising clients of the animal best suited to their needs • Planning and organising activities - Planning the acquisition of horses for the workplace • Working with teams and others - Working with client groups • Using mathematical ideas and techniques - Calculating the number of horses required • Solving problems - Allocating the most suitable horse to each client • Using technology - Using a riding crop Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQO008A	DETERMINE NUTRITIONAL REQUIREMENTS FOR HORSES
EQO	Equestrian

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

This unit involves the assessment of the nutritional requirements of specific animals, the formulation of rations and the assessment of nutritional suitability and outcomes.

ELEMENT	PERFORMANCE CRITERIA
1 Interpret the nutritional requirements for horses	1.1 Apply nutritional principles to the formation of individual food rations for the range of horses in care 1.2 Demonstrate that food rations are appropriate to horses' condition, environment, workload and stage of training 1.3 Offer paddocked horses supplementary feed in line with available standing feed and their individual needs
2 Assess the range of food, additives and supplements for horses	2.1 Select food on the basis of quality , species and nutritional and economic value for a particular horse 2.2 Assess supplements and food additives on the basis of active ingredients, price and nutritional needs for specific horses 2.3 Ensure supplement and/or food additives used do not breach industry regulations 2.4 Demonstrate, where applicable, that the potential influence of supplements on the total carbon dioxide level (TCO ₂) in performance horses is known
3 Establish and monitor individual feeding regimes	3.1 Individual horses are assessed for condition and nutritional needs in relation to work requirements, individual taste and behaviour 3.2 Individual horse's eating behaviour, food intake and work level is known and records maintained where appropriate 3.3 Horses are feed at appropriate times and records are kept according to stable 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
Food rations	[all categories relevant to the racing, sport or recreational work environment] • a variety of grains and energy sources • local varieties/species of grass/pasture, hays and fodders • pre-packaged food or bulk base food
Individual feeding regimes	[all categories relevant to the racing, sport or recreational work environment] • age effects • gender effects • level of work • individual taste • size • location of work and feeding (itinerant) • normal habitat (stable/yard/paddock) • metabolism
Quality	[all categories] • presence/absence of mould or rot • age of material • rodent or other spoilage • type of grass or grain species
Supplements	[all categories relevant to the racing, sport or recreational work environment] • vitamins • oils • calcium • electrolytes • potassium citrate • iron • hoof hardener (Biotin) • molasses • mineral salt lick • herbal remedies

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 the nutritional requirements of different horses in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering all relevant categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ prepare and provide balanced diets and food for horses (including problem eaters), demonstrating an understanding of quality, type and value of feed and needs of individual horses ○ demonstrate a basic knowledge of the nutritional composition of common food ○ prepare and provide food to tempt problem eaters and obtain satisfactory results with these ○ identify the interaction between foods and/or additives that may result in contravention of industry regulations
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQO001A Handle horses safely • 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 ○ RTE2121A Provide daily care for horses
Required knowledge and skills	• Required knowledge ○ Sources and importance of energy, protein, fibre, minerals and vitamins in food rations ○ Nutritional requirements with respect to the animals age, needs while spelling, training and working ○ Interaction between the use of any food and or additives that may contravene industry regulations ○ Environment (if on trail rides) and amount of food which can be carried ○ Recognition of range of poisonous plants and their effects on grazing horses and the nutritional values of standing feed • Required skills ○ Safe handling and feeding of horses
Resource implications	• Physical Resources - assessment of this competency requires access to ○ a commercial horseriding establishment and the full range of equipment normally associated with same ○ a variety of horses in various stages of preparation and as found in most establishments • 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 diverse range of horses, their nutritional needs and their stages of work, 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 determining nutritional requirements for horses
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an assessment of the nutritional requirements of specific animals, the formulation of rations and the assessment of nutritional suitability and outcomes, and ○ relate to horses in a sport, recreational or training program, housed in an appropriate private or commercial environment ○ include a variety of horses at different stages of their training ○ include a range of quiet and reasonably tractable horses of different temperament, training and behaviour • 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	2	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 - Referring to official publications and feeding charts • Communicating ideas and information - Informing team members on matters such as feeding patterns of particular horses • Planning and organising activities - Organising team meetings to plan feeding regimes • Working with teams and others - Liaising with work colleagues to plan and distribute work • Using mathematical ideas and techniques - Measuring quantities of feed • Solving problems - Adjusting amounts of feed after observation of feeding habits • Using technology - Using scales to measure quantities of feed Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQO009A	PLAN CONDITIONING AND TRAINING PROGRAMS FOR HORSES
EQO	Equestrian

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

This unit involves the planning and preparation of conditioning and training programs for a number of recreational and performance horses given a variety of potential circumstances (eg, ages and circumstances).

ELEMENT	PERFORMANCE CRITERIA
1 Prepare individual conditioning and training programs for horses	1.1 Demonstrate planning, including the accommodation, treatment and handling of individual horses, acknowledges individual differences including temperament and behaviour as well as relevant industry rules and regulations, where applicable 1.2 Consider physical imperfections (conformation faults), injuries and soreness of individual animals in the planning process 1.3 Apply principles of conditioning and recreational and performance training of horses to the planning process 1.4 Undertake planning to achieve the goals and needs of the owner/employer/establishment and that are appropriate to the role that the animal needs to fulfil

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
Industry rules and regulations	[all categories relevant to the racing, sport or recreational work environment] • the registration and licensing of animals and others associated with performance horses • the safety of animals and others
Planning	[all categories relevant to the racing, sport or recreational work environment] • must be undertaken as an individual (may include consultation with a variety of personnel) • variety of horses at various stages of training/conditioning

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 to consider when planning conditioning and training programs for horses in the work environment • Assessment of performance should be over a minimum of two (2) different occasions covering a variety of horses at various stages of training/conditioning in the learners environment • In particular, assessment must confirm the ability to ◦ design conditioning and training programs to optimise the performance of horses ◦ prepare and adjust plans for a variety of horses with differing capabilities and/or performance expectations/requirements ◦ demonstrate knowledge of the housing and care requirements of horses in work ◦ demonstrate understanding of the animal welfare and/or sporting association requirements and regulations and individual animal 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) ◦ SROEQ010A Train and condition horses for trail rides
Required knowledge and skills	• Required knowledge ◦ Principles of conditioning horses for work and/or a range of performance sports ◦ Principles of feed and nutrition of horses in training and work ◦ Awareness of fitness indicators of given individuals at various stages of a work, training or competition program ◦ Spelling requirements for horses ◦ Feeding, housing and care requirements ◦ Routine and first aid treatments for horses ◦ Basic conformation faults, their implications for recreation and performance horses and identification of training and conditioning methods appropriate to those faults ◦ Recording requirements for the training, feeding and veterinary care of individual horses • Required skills ◦ Ability to assess the potential of a range of horses for use as recreational mounts or performance horse and prepare conditioning program as needed ◦ Ability to communicate with owners and employees regarding individual horses needs
Resource implications	• Physical resources - assessment of this competency requires access to ◦ a private or commercial establishment and the full range of equipment normally associated with same ◦ a variety of horses in various stages of preparation, training and

	education as found in private or commercial establishments will be required - 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 diverse range of horses, their condition and their stages of work, 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 planning and preparation of conditioning and training programs for horses
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of planning and preparation of conditioning and training programs for horses. All assessment must - relate to horses in a recreational or training program, housed in an appropriate private or commercial environment - include a variety of horses at different stages of their training for recreational use - include a range of quiet and reasonably tractable horses of different temperament, training and behaviour - 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	2	3	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 - Referencing veterinarian's reports and observation of an individual animals work • Communicating ideas and information - Conveying to team members the requirements of a training program • Planning and organising activities - Planning daily training routines • Working with teams and others - Liaising with other staff on horses condition at completion of work • Using mathematical ideas and techniques - Comparing times for set distances and mapping progress • Solving problems - Observing unusual behaviour or vices in animals and applying corrective measures • Using technology - Using computers and internet to access information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0010A	TRAIN AND CONDITION HORSES FOR TRAIL RIDES
EQO	Equestrian

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

This unit involves the training and conditioning of horses and the monitoring of their health and well being for extended/or overnight trail rides.

ELEMENT	PERFORMANCE CRITERIA
1 Implement programs for conditioning and training of horses for trail rides	1.1 Assess performance and performance potential of individual horses and account for in conditioning program 1.2 Identify and assess level of fitness of the horse is 1.3 Present horses in an industry accepted condition 1.4 Check that feeding and training are appropriate to the individual needs of the horse and the expectations of the work it will do
2 Monitor and maintain animal health and welfare	2.1 Demonstrate that a management regime is in place to ensure that animal health and welfare is monitored at all times and that appropriate treatment is organised 2.2 Restrain horses overnight in an environment and using a method which is appropriate to health and safety standards 2.3 Monitor and maintain feeding and watering regimes at suitable level for individuals 2.4 Supervise transportation practices to ensure that animals are transported safely and in accordance with industry rules and regulations and with animal welfare standards
3 Assess conditioning for trail ride horses	3.1 Identify variables which impact upon the performance of horses 3.2 Demonstrate knowledge of, and identify fitness and performance levels of individual horses 3.3 Adjust individual feeding and conditioning regimes of horses post assessment to enhance fitness and/or performance
4 Assess performance and behaviour of horses during trail ride	4.1 Maintain appropriate performance of individual animals and review regularly during ride 4.2 Adjust length and difficulty of ride to ensure that individuals are not stressed or over worked

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
Assess	[all categories] performance and condition of horses. This may be undertaken as an individual or as part of a team but must be managed by the individual in all circumstances
Health and welfare	[all categories] - nutritional and water regimes - overnight restraint - health monitoring - transportation - monitoring of hoof wear/shoeing maintenance
Industry accepted conditions	[all categories] those pertaining to the requirements of horses to work a maximum of 8 hours per day and six days per week when used for trail rides
Industry rules and regulations	[all categories] - the safety of animals, riders and employees - presentation of horses in an appropriate condition for trail rides - industry guidelines and standards - use of industry accepted equipment for trail rides - gun licences
Performance	[all categories] - health maintenance, including farriery - feed - conditioning and work schedule - trail ride behaviour and experience
Variables	[all categories] - weather - length of ride - speed of ride - level of fitness and well being of horse - abilities of rider - terrain

	• frequency of rides • nutrition

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 trail riding, the requirements placed on horses during trail rides, and techniques to train and condition horses for trail rides in the work environment • Assessment of performance should be over three (3) different occasions covering the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ assessing the horse's potential for trail rides ○ demonstrate knowledge of occupational health and safety standards and safe handling of horses including the safety of the animal, the handler and the public away from base site ○ apply the principles of conditioning to prepare the horse for the purpose of extended rides ○ understanding the relevance of conformation faults in the assessment of abilities of the horse to perform ○ identify the variables which govern fitness of individual horses at various stages of conditioning ○ assess the fitness of given individual horses according to behavioural and performance criteria
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQ005A Demonstrate horse riding skills in tracked 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 ○ SROEQ009A Plan conditioning and training programs for horses ○ RTE3102A Educate, ride and care for horses and equipment
Required knowledge and skills	• Required knowledge ○ Principles of conditioning horses for extended riding ○ Principles of feed and nutrition of horses during conditioning and work ○ Fitness indicators of given individuals at various stages of an extended trail ride ○ Principles of assessment of performance, including (but not limited to) assessment of capability of horse, condition of horse, weather conditions, terrain current nutritional regime, and abilities of rider ○ Controlling requirements of horses away from home ○ Routine and first aid treatments for care of horses, including assessment of animal condition for both fitness and injury, muscle and limb soreness and a demonstrable knowledge of the treatment of common injuries and complaints, basic farriery • Required skills ○ Ability to perform euthanasia if veterinary assistance is not available ○ Riding skills ○ First aid skills ○ Horse handling skills

Resource implications	- Physical resources - assessment of this competency requires access to - a private or commercial establishment and the full range of equipment normally associated with same - a variety of horses in various physical condition as found in private or commercial establishments will be required - clients to undertake trail ride activity - 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 three (3) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to the planning of training and an assessment of horse condition on a variety of trail rides of differing degrees of difficulty
Context for assessment	- Competency must be demonstrated in a real work environment or using a simulated environment. All assessment must - relate to horses in a recreational or training program, housed in an appropriate private or commercial environment - include a variety of horses at different stages of their training and conditioning for recreational use - include a range of quiet and reasonably tractable horses of different temperament, training and behaviour - include various lengths of rides - 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	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 regarding the nutritional regime of an animal • Communicating ideas and information - Discussing horse problems with animal health care professionals • Planning and organising activities - Planning physical and nutritional programs to keep animals in peak health • Working with teams and others - Dealing with clients during trail rides • Using mathematical ideas and techniques - Calculating the correct food requirements for an animal • Solving problems - Dealing with an injured horse during a trail ride • Using technology - Using scales to weigh feed Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0011A	GUIDE OVERNIGHT HORSE TRAIL RIDES IN TRACKED AREAS
EQO	Equestrian

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 overnight horse trail rides on terrain/conditions not exceeding personal skill level in tracked or easy untracked areas.

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 3 hours by applying elementary navigation principles.

ELEMENT	PERFORMANCE CRITERIA
1 Select appropriate equipment for the group	1.1 Ascertain accurate indications of horseriding knowledge, ability, riding experience and any relevant medical conditions of clients 1.2 Select horses of suitable size and temperament to suit individual rider's needs, abilities and attitude 1.3 Ensure horses displaying inappropriate behaviours are ridden by experienced riders only 1.4 Give consideration to the ability to acquire additional or new horses, depending on the urgency of the situation, should the need arise 1.5 Plan for food, water and corralling/tethering requirements for horses and access adequate resources taking into consideration contextual issues 1.6 Select trail ride route and location of rest stops to minimise impact on the terrain and other trail users 1.7 Inform base camp of route and anticipated times
2 Plan an overnight horse trail ride for clients and pack saddle bags	2.1 Establish attainable group objectives 2.2 Obtain and interpret weather information for local conditions of the trip 2.3 Obtain permits or permission for access where necessary 2.4 Ensure correct leader/client ratios are met 2.5 Prepare a checklist for personal equipment and safety and rescue equipment as trip leader 2.6 Assess, minimise and eliminate risks, where possible whilst forming a risk management plan 2.7 Pack first aid equipment for both horse and rider 2.8 Pack saddle bags to ensure that they are balanced and comfortable for the horse 2.9 Coordinate route and meeting points for support vehicles, as required
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 pack with gear appropriate to proposed trip, if applicable 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) 3.6 Provide information to clients regarding horses and their behaviour patterns and characteristics
4 Maintain physical welfare of group	4.1 Apply knowledge of hypothermia, hyperthermia and dehydration to trip planning in terms of food, clothing, riding 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 overnight trip and conditions 4.4 Monitor individual client's and horse's performance and needs 4.5 Evaluate riding 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 overnight ride to the group 5.2 Provide clear and concise direction and advice to group during the ride 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 horse trail riders safely	6.1 Monitor appropriate spacing between riders 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 appropriately 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 Check condition and health of animals at completion of the day's ride and deal with any problems that arise from wear or injury 7.4 Establish site to ensure comfort and safety of clients and horses 7.5 Ensure security of animals, and depending on contextual implications, organise a roster for checking horses' safety and security through the night 7.6 Use minimal impact practices relevant to the local environment during use of the site 7.7 Explain relevant minimum impact practices to group and monitor their compliance 7.8 Return site to an equal or greater standard on your departure
8 Monitor and respond to health problems of clients and animals	8.1 Establish procedures for notification of illness or of injury to clients or animals 8.2 Decide alternate routes or speeds to accommodate injuries or illnesses 8.3 Communicate with base as appropriate to notify alteration of routes or needs associated with injury or illness 8.4 Manage the group in situations where changes are required
9 Conduct activity in a professional manner	9.1 Avoid contentious issues in general conversation 9.2 Use positive words throughout activity to refer to clients and avoid using negative or disparaging words 9.3 Avoid negative statements about own organisation, commercial competitors, public bodies and other individuals

10 Complete post-trip responsibilities	10.1 Notify relevant authority of trip completion 10.2 Check and deal with injuries or wear on horses according to procedures 10.3 Retrieve, inspect, repair and store (or retire) equipment according to procedures 10.4 Evaluate, including client feedback, all aspects of trip organisation and conduct 10.5 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 • electronic (to base/support) where applicable
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 • available facilities
Equipment	[all categories] • food and water • tack • sleeping bag • tent • torch • maps and compass • safety equipment, eg, first aid • watch • appropriate clothing • cooking appliance and utensils • horses
Hazard	[all categories relevant to location] • loose rocks • tree roots • temperature extremes • slippery or unstable terrain

	• stinging trees and nettles • snakes • biting insects • dense vegetation • flooding • wind • soft ground or mud • lightning • vertical exposure • river crossing
Safety and rescue equipment	[all categories] • 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 overnight horse trail rides with clients in tracked or easy untracked areas not exceeding personal abilities • 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 horse trail rides 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 horse trail rides 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) ○ SROEQ006A Guide day horse trail rides in tracked 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) ○ 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 ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location for both humans and

	- horses ○ Selection and use of equipment for trips ○ Sources of food and water in emergency situations ○ River crossing techniques ○ Application of weather information ○ Campcraft • Required skills ○ Horse riding and handling skills ○ Stowing and waterproofing gear ○ River crossing skills ○ Navigation ○ Survival skills ○ Camping skills ○ Cooking skills ○ People skills ○ First aid skills appropriate to the location for both humans and horses
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 horse trail rides with real clients ○ suitable horses ○ saddles and associated horse equipment ○ backpack/saddlebags ○ suitable footwear ○ food and water ○ suitable clothing for the conditions ○ first aid kit ○ navigation equipment ○ permits ○ overnight shelter ○ 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., SROEQ0014A Guide trail rides in a broad range of situations) ○ 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 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 overnight horse trail rides 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 overnight horse trail rides 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 • 10.2Collecting, 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.						

SROEQ0012A	DEMONSTRATE HORSERIDING SKILLS IN REMOTE OR WILDERNESS AREAS
EQO	Equestrian

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

This unit covers the knowledge and skills to participate in horse trail riding activities in remote or wilderness areas with steep or difficult terrain, a variety of obstacles and/or environmental extremes.

ELEMENT	PERFORMANCE CRITERIA
1 Pack saddle bags	1.1 Pack items for saddlebags for even distribution and include appropriate items 1.2 Pack items for first aid supplies for horse and rider 1.3 Consider food and water requirements
2 Demonstrate horseriding skills in an advanced trail ride situation	2.1 Demonstrate compliance with all relevant regulations and rules with respect to access and conduct of ride 2.2 Adopt appropriate posture for horseriding, with the horse being controlled in a safe and effective manner 2.3 Initiate a gait appropriate to the steep or difficult terrain 2.4 Negotiate obstacles in a safe manner 2.5 Establish and maintain a good rhythm 2.6 Demonstrate appropriate ascending technique on steep slopes 2.7 Demonstrate appropriate descending technique on steep slopes 2.8 Apply minimum environmental impact procedures with choice of overall route and specific track/trail along route and demonstrate regard for other track users and impact on the trail ride environment
3 Ride in a safe manner	3.1 Identify hazards and minimise or eliminate risks in accordance with operating procedures and risk management plan 3.2 Take measures to guard personal and group safety 3.3 Consider the safety of others is considered whilst riding
4 Manage horse overnight in remote environment	4.1 Select a suitable site for tethering/corralling horses 4.2 Demonstrate knots for building corrals and picket lines 4.3 Tether horse and supply with needs for overnight stop, and supervise its well being 4.4 Consider safety of other horses and riders during stop overs 4.5 Store equipment in a suitable fashion for overnight stop 4.6 Apply minimum environmental impact practices when corralling/tethering horses at overnight camps, including consideration of adequate site with respect to water sources and runoff

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 technique	[all categories] standing up in stirrups with weight forward to assist horse's movement
Descending technique	[all categories] sitting deep in the saddle with the body in line with the slope on trees growing on the slope
Good rhythm	[all categories] assisted by few stops and starts and changes of pace, with all members of group keeping a steady flowing pace appropriate for both large and small animals
Hazards	[all categories] - loose rock - tree roots - low boughs - temperature extremes - steep, slippery or unstable terrain - other fauna - snakes - biting insects - crocodiles - river crossings - flora, eg, stinging trees and nettles - cliffs - dense vegetation - soft ground, mud, or snow - storms and lightning
Items for first aid	[all relevant categories] - gun - axe - knife - hoof pick - farrier equipment - nails - hammer - shoe pullers - first aid for personal uses and for horse

	○ bandages ○ antiseptic ○ gauze ○ adhesive tape ○ triangular bandages ○ splints ○ scissors ○ antihistamines ○ asthma medication ○ pressure bandages ○ eye patch ○ tweezers ○ torch
Items for saddle bags	[all categories] • water • dry clothing • first aid supplies • communication devices • food • bedding • shelter, eg, tent, bivvy • wire cutters
Knots	[all categories] • quick release • bowline • clove hitch • Dutchman • half hitch • lashing
Obstacles	[all categories] • rivers • low boughs on trees • logs • rocks and loose debris • steep gullies • exposed areas • unstable or sloping terrain • rivers and creeks
Relevant regulations and rules	[all categories] • Minimal impact procedures • "country code" • fire restrictions • local and other Government regulations re access to and use of National Parks, beaches, trails and roads • gun licences

	Codes of Practice
Risks	[all categories] - lightning strikes - hypothermia - heat exhaustion - injuries (to horse or rider) - exhaustion (of horse or rider) - misbehaviour by horse (bolting, fighting) - injury/accident due to environmental conditions, eg, bushfire, flood, heat, cold - broken equipment - health problems, eg, asthma, nosebleeds
Safety of others	[all categories] - is considered through - appropriate speed - horse management (especially distance between horses) - monitoring of fatigue levels - care of equipment - choice of tracks
Steep or difficult terrain	[all categories] - steep ascents and or descents - dense vegetation - numerous obstacles - untracked areas - exposed areas with inherent dangers due to environmental extremes
Trail ride environment	[one category] - bushland - arid areas - alpine areas - rainforest - beaches - paddocks - wilderness - tracks and roads

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 equipment and safety requirements for travelling in remote/wilderness locations in different conditions and locations and must confirm the ability to apply knowledge of riding skills to ride safely and efficiently in all categories of steep or difficult terrain in different weather conditions • Assessment of performance should be over three (3) different occasions covering the prescribed number of categories from the Range Statement • In particular, assessment must confirm the ability to ○ ride with confidence and good style ○ cope with a wide range of hazards and obstacles, as defined in the Range Statements statement ○ travel along a variety of difficult tracks and differing terrain in variable weather conditions
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQ0005A Demonstrate horseriding skills in tracked areas ○ SROODR003A Plan outdoor recreation activities (advanced) ○ SRONAV002B Navigate in difficult or 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) ○ SROOPS006B Use and maintain a temporary or overnight site ○ SROEQ0013A Manage horse illness/injuries in remote areas
Required knowledge and skills	• Required knowledge ○ First aid knowledge appropriate to the location and level of responsibility ○ Minimum impact code ○ Personal equipment selection, use and maintenance ○ Selection, use and maintenance of horseriding equipment ○ Fluid and nutritional requirements for self and horse ○ Navigation in wilderness areas ○ Emergency and rescue procedures ○ Application of weather information ○ Clothing selection for wilderness/remote areas ○ Horse first aid procedures • Required skills ○ Navigation ○ First aid skills appropriate to the location and level of responsibility ○ Horse handling and riding in difficult terrain
Resource implications	• Physical resources - assessment of this competency requires access to ○ suitable locations for the conduct of horse trail rides in remote or wilderness locations with difficult terrain ○ horses ○ saddlebags ○ first aid kit(s) ○ farrier equipment ○ food and water resources

	○ personal clothing suitable to location and conditions ○ communications equipment ○ sleeping bag/swag ○ navigation equipment ○ ropes • 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 three (3) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable
Context for assessment	• Assessment must be conducted whilst participating in horse trail rides in remote or wilderness areas • 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	-
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 details and information for the proposed trial ride • Communicating ideas and information - Not applicable • Planning and organising activities - Planning food, water and other resources for trip • Working with teams and others - Working with other riders • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with an injured animal on the trail ride • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0013A	MANAGE HORSE ILLNESS/INJURIES IN REMOTE AREAS
EEO	Equestrian

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

This unit covers the knowledge and skills to assess injuries and illness in situations where veterinary assistance is not readily available and to take relevant action.

ELEMENT	PERFORMANCE CRITERIA
1 Recognise signs of good health and ill health in horses	1.1 Apply differences between the <i>appearance and behaviour of healthy horses and unhealthy horses</i> to identify current health status 1.2 Apply <i>signs of injury or life threatening conditions</i> to assess severity of condition
2 Treat illness/injury	2.1 Demonstrate basic and/or emergency First Aid procedures in accordance with the needs of the sick or injured animal, industry practices and the enterprise's operating procedures 2.2 Adopt safe working procedures to reduce the risk of injury to self and others and prevent transmission of equine disease 2.3 Calm cast horse and return to its feet in a safe manner 2.4 Treat bleeding cuts, abrasions and bruises in accordance with resources, standard First Aid procedures and operating procedure
3 Monitor horse's condition	3.1 Monitor horse's condition and response to treatment, and recognise contraindications 3.2 Reassess treatment and amend management plan appropriately in response to changes in condition 3.3 Monitor and record, where appropriate, breathing and pulse at regular intervals 3.4 Record accurately details of horse's condition, changes in conditions, treatment and response to treatment in line with enterprise procedures
4 Determine and implement action plan	4.1 Recognise signs of deterioration in horse's condition and their implications 4.2 Determine options for accessing veterinary assistance after consideration of <i>contextual issues</i> 4.3 Perform, where necessary, euthanasia in a calm and humane manner with minimal suffering of the animal 4.4 Treat carcass in accordance with local health regulations and requirements 4.5 Consider trauma experienced by riders in the event of euthanasia, and seek counselling if deemed 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
Appearance and behaviour of healthy horses	[five categories] • alert • ribs covered • coat condition according to climate • loose skin • bright eye, warm ears • tendons and ligaments free of lumps and cool to touch • level/even stride • lying down occasionally when free • regular breathing • hearty appetite
Appearance and behaviour of unhealthy horses	[six categories] • drooped head • tucked up • excess body condition (fat or thin) • harsh coat • tight skin • dull eye, discharges • cold ears • legs hot/puffy, heat in feet • short/uneven stride • lying down excessively • laboured breathing • refusing food • broken limbs • cuts or lesions • lumps on or beneath skin • inability to urinate, or urine of unusual colour • inability to pass manure, or excessive scouring or constipation • abnormal sweating
Contextual issues affecting option	[all categories] • degree of severity of condition • distance from veterinary assistance • human and physical resources • time of day • weather conditions • type of terrain • access to area

	• physical and psychological condition of horses and other riders
Signs of injury or life threatening conditions	[four categories] • checking for ○ rectal temperature ○ nasal, vaginal or rectal discharge ○ coughing ○ abnormal coat conditions ○ changes to pulse and respiration ○ abnormal behaviour ○ injuries

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 the contents of first aid kits and their use in the treatment of horse illnesses/injuries • Assessment must confirm the ability to apply knowledge of horse anatomy and basic physiology to assess and care for horses in remote areas covering all categories of contextual issue and sign of ill health from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ determine the severity of a horse's illness/injury ○ develop and implement a plan of action in accordance with operating procedures ○ take into account relevant contextual issues
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQ004A Apply first aid for horses • 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) ○ SROEQ0014A Guide trail rides in a broad range of situations ○ RTE4116A Prevent and treat equine injury and disease
Required knowledge and skills	• Required knowledge ○ Safe work practices to reduce injury whilst assessing and treating horses ○ Safe systems and procedures in preventing infection from injured/ill horses ○ The range of ailments and injuries that may occur in remote areas and working in difficult terrain ○ Horse First Aid and its application ○ Application of a range of basic treatments • Required skills ○ Ability to perform euthanasia, where necessary, in a calm and humane manner
Resource implications	• Physical resources - assessment of this competency requires access to ○ case studies providing signs and symptoms of horse illness/injury and resources for realistic simulations • 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 in a work environment over a minimum of two (2) different occasions in order to ensure experience with a range of minor and major horse ailments. Where this is not possible, realistic case studies should be used
Context for assessment	- Competency may be demonstrated in realistic simulated work situations - In cases where the learner does not have the opportunity to cover all categories of contextual issue and signs of ill health from the Range Statements that are applicable in the learners environment, the remainder should be assessed through realistic simulations, projects, previous relevant - 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	2	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 information on horse ailments • Communicating ideas and information - Communication instructions and situation to other riders • Planning and organising activities - Planning suitable first aid procedures to follow • Working with teams and others - Working with other riders as part of a horse trail ride • Using mathematical ideas and techniques - Calculating pulse rates • Solving problems - Dealing with a traumatised rider after euthanasia • Using technology - Using a thermometer to ascertain temperature Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0014A	GUIDE TRAIL RIDES IN A BROAD RANGE OF SITUATIONS
EQO	Equestrian

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

This unit covers the knowledge and skills to lead groups of riders on trail rides, including overnight rides and rides in extreme and/or remote situations. This unit deals only with the competency required to manage horses, and their interaction with clients. Other aspects of guiding a group are detailed in additional units of competency.

ELEMENT	PERFORMANCE CRITERIA
1 Arrange for horses and their requirements	1.1 Ascertain accurate indications of horseriding knowledge, skill, ability and previous riding experience of clients 1.2 Select horses of suitable size and temperament to suit individual rider's needs, abilities and attitude 1.3 Ensure horses displaying inappropriate behaviours are ridden by experienced riders only 1.4 Give consideration to the ability to acquire additional or new horses, depending on the urgency of the situation , should the need arise 1.5 Plan for food, water and corralling/tethering requirements for horses and access adequate resources 1.6 Select trail ride environments , route and location of rest stops to minimise impact on the environment and terrain and other trail users 1.7 Inform base camp of route and anticipated times
2 Manage riders and horses on a ride	2.1 Provide information to clients regarding horses and their behaviour patterns and characteristics 2.2 Monitor activity constantly to ensure that the pace suits the terrain, its hazards and the least fit and capable horse/rider in the group 2.3 Modify activity, where necessary, based on an assessment of hazards , the behaviour of horses, and factors influencing their behaviour 2.4 Deal with problems resulting from interaction between horses and riders (or between horses) quickly and appropriately to ensure client safety 2.5 Enforce client compliance with regulations, restrictions and guidelines re appropriate behaviour 2.6 Monitor for tiredness of group (both horses and riders) and signs of horse stress continuously 2.7 Monitor equipment for signs of wear and breakage 2.8 Monitor riding techniques continuously for appropriate application and compliance with safety procedures applicable to both horse and rider 2.9 Provide, where relevant and appropriate, advice on riding technique to correct faults and improve client's riding ability
3 Manage pack horses	3.1 Select and train suitable horses as pack horses 3.2 Pack horses with a balanced load, suitable to their weight, size, condition and experience 3.3 Manage pack horses effectively during trail ride
4 Pack saddlebags	4.1 Supervise group to ensure that resources taken by individuals within the group are sufficient 4.2 Pack items for first aid equipment for both horse and rider 4.3 Pack items for saddle bags to ensure that they are balanced and comfortable for the horse

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
Hazards on the ride	[six categories] • loose rock • tree roots • low boughs • temperature extremes • steep, slippery or unstable terrain • other fauna ○ snakes ○ biting insects ○ kangaroos ○ crocodiles • river crossings • flora, eg, stinging trees and nettles • cliffs • dense vegetation • soft ground, mud, or snow • storms and lightning • vehicles
Horses stress	[all categories] • could result from ○ poorly fitted equipment ○ bad handling ○ injuries ○ tiredness ○ cold or thirst ○ overheating ○ hunger ○ intimidation by rider or other horses ○ illness
Impact on the environment	[all categories] • may be minimised by ○ using single file ○ zig-zagging up and down hills ○ avoiding soft terrain ○ preventing horses from eating tree bark ○ varying picketing areas ○ watering horses on rocky banks ○ using designated trails

Items for first aid	[all relevant categories] • gun • axe • knife • hoof pick • farrier equipment ○ nails ○ hammer ○ shoe pullers • first aid for personal uses and for horse ○ bandages ○ antiseptic ○ gauze ○ adhesive tape ○ triangular bandages ○ splints ○ scissors ○ antihistamines ○ asthma medication ○ pressure bandages ○ eye patch ○ tweezers ○ torch
Items for saddle bags	[all categories] • water • dry clothing • first aid supplies • communication devices • food • bedding • shelter, eg, tent, bivvy • wire cutters
Situation	[four categories] • steep ascents and or descents • dense vegetation • numerous obstacles and hazards • untracked areas • exposed areas with inherent dangers due to environmental extremes
Trail ride environments	[one category] • bushland • arid areas • alpine areas • rainforest • beaches • paddocks • wilderness

	• tracks and roads

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 to be considered when planning and conducting trail rides in a range of different situations with different client groups • Assessment of performance should be three (3) different occasions on a minimum of two (2) different trail ride environments covering the prescribed number of categories from the Range Statements that are applicable in the learners environment • Assessment must confirm the ability to lead trail rides in steep or difficult terrain in different weather conditions and on trips of varying duration • In particular, assessment must confirm the ability to ○ arrange for horse requirements ○ select horses to suit rider's abilities and the situation ○ control horses and riders during the activity ○ conduct the activity in a safe manner
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQO011A Guide overnight horse trail rides in tracked areas ○ SROEQO012A Demonstrate horseriding skills in remote or wilderness 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) ○ SROEQO013A Manage horse illness/injuries in remote or wilderness areas
Required knowledge and skills	• Required knowledge ○ Factors affecting general horse selection, eg, advantages and disadvantages, cost ○ Factors affecting choice of horses ▪ size ▪ age ▪ healthiness ▪ tractability ▪ absence of vices ▪ temperament ○ Occupational Health and Safety and legislative requirements with respect to horse handling and access to trails ○ Technical horseriding knowledge ▪ riding skills ▪ horse first aid ▪ equipment ○ Industry standards of safety for riders and humane treatment of animals • Required skills ○ Problem solving and decision making skills to efficiently determine suitable horses ○ Riding skills ○ Group management skills in a riding context, eg, management of

	horses and riders
Resource implications	- Physical resources - assessment of this competency requires access to - horseriding locations offering a variety of different conditions - groups of different clients - a range of quiet and reasonably tractable horses of different temperament, training and behaviour - food and water resources - first aid kit(s) - farrier equipment - tent/bivvy - sleeping bag/swag - ropes - saddle bags - communication equipment - navigation equipment - personal clothing appropriate to the location and conditions - 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 three (3) different occasions on a minimum of two (2) different trail ride environments in order to ensure consistency of performance over the Range Statements and contexts applicable to different clients and horses
Context for assessment	- Competency must be demonstrated whilst leading riders on trail rides in different locations and terrain - 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	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 - Collection information regarding the proposed trail ride • Communicating ideas and information - Advising clients on the procedures to follow during the ride • Planning and organising activities - Planning food, water and other resources for trip • Working with teams and others - Guiding groups of clients • Using mathematical ideas and techniques - Counting clients during ride to ensure no losses • Solving problems - Dealing with an injured horse • Using technology - Using communication equipment to contact home base Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0015A	MANAGE PLANT, EQUIPMENT AND PROPERTY FOR STABLES
EQO	Equestrian

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

This unit applies to the management of plant, equipment and property related to training a number of horses kept and trained for a variety of purposes, eg, racing, sport or recreation.

It includes the maintenance of gear, tack, plant and equipment through the implementation of a maintenance plan and the delegation of responsibility for maintenance.

ELEMENT	PERFORMANCE CRITERIA
1 Manage the maintenance of gear or tack appropriate to training horses	1.1 Develop a <i>maintenance plan</i> for gear or tack 1.2 Develop a system for staff to routinely inspect <i>gear and tack</i> 1.3 Develop a replacement strategy for <i>gear and tack</i>
2 Manage the maintenance of plant and equipment associated with the training property	2.1 Develop a <i>maintenance plan</i> for <i>plant and equipment</i> 2.2 Implement maintenance strategy which accounts for employee suitability to maintenance tasks
3 Manage the security of property and animals	3.1 Ensure <i>security</i> of premises, staff and animals 3.2 Develop <i>security procedures</i> 3.3 Undertake staff training in <i>security procedures</i>
4 Develop policies to establish and maintain a safe working environment	4.1 Develop stable policies and procedures, based upon occupational health and safety and with regard to relevant legislation 4.2 Ensure information on the occupational health and safety system is readily accessible and clearly explained to staff 4.3 Establish and maintain policies and procedures to facilitate identification and prevention of <i>hazards</i> 4.4 Establish procedures for the identification and reporting of potential <i>hazards</i> 4.5 Establish policies and procedures to deal with <i>emergencies</i> 4.6 Outline how procedures for dealing with <i>emergencies</i> are clearly explained to staff, at regular intervals

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	[all categories relevant to the racing, sport or recreational work environment] • fire • injury to horses • injury to people • outbreak of disease procedures
Gear and tack	[all categories relevant to the racing, sport or recreational work environment] leads • bridles • hobbles • reins • straps • saddlery • blinkers • pacifiers • bits • girths • surcingles • rugs
Hazards	[all categories relevant to the racing, sport or recreational work environment] • stable routines or procedures • buildings • plant and equipment • gear • movement of horses
Maintenance plan	[all categories relevant to the racing, sport or recreational work environment] • inspection and repairs on a daily, weekly, monthly or yearly basis • identification of gear and/or plant and equipment • reference to relevant manufacturer's instructions and specifications for requirements and methods of maintenance • appropriate delegation of responsibility for the maintenance of gear and/or plant and equipment • maintenance may be undertaken in-house or organised externally with specialists • allocation of tasks and delegations of responsibility for undertaking and assessing the outcome of the maintenance program • record keeping in relation to maintenance

	• maintenance plan is reviewed and amended as required
Plant and equipment	[all categories relevant to the racing, sport or recreational work environment] • tractors • trailers • gates and fences • stables • yards • swimming facilities • walking machines • laser machines • treadmills • chaff cutters • oat cutters • floats • trucks • weighing scales • carts and sulkies
Security	[all categories relevant to the racing, sport or recreational work environment] • security of information • security of premises and plant and equipment • security of staff • security of animals
Security procedures	[all categories relevant to the racing, sport or recreational work environment] • access to approved persons • safe storage of dangerous goods and medications • adequate alarms and warning system

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 policy and procedures development for occupational health and safety, hazard identification, security and emergencies • Assessment of performance should be over a minimum of two (2) different occasions covering all relevant categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ develop occupational health and safety policy and procedures and communicating these to staff in a manner which is easily understood ○ implement and familiarise staff with procedures for hazard identification, reporting and repair procedures ○ implement and communicate security procedures to all employees ○ develop and communicate emergency procedures to employees ○ communicate and develop procedures relating to policy within the workplace ○ ensure all staff are trained in appropriate 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 ○ Policy and procedures development for occupational health and safety, hazards identification, security and emergencies • Required skills ○ Literacy and analytical skills for the development of policies and procedures
Resource implications	• Physical resources - assessment of this competency requires access to ○ a private or commercial establishment and the full range of equipment normally associated with 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 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</i>

	<i>Registered Training Organisations</i>
Consistency in performance	Due to issues such as the diverse range of horses, their condition and their stages of work, 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 planning and preparation of conditioning and training programs for horses
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of management of plant, equipment and property related to training a number of horses kept and trained for a variety of purposes (eg, racing, sport or recreation). All assessment must - relate to horses in a recreational or training program, housed in an appropriate private or commercial environment - 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 - Referencing maintenance plans and preparing rosters for maintenance tasks • Communicating ideas and information - Conveying information to team members relating to maintenance schedules • Planning and organising activities - Producing maintenance plans • Working with teams and others - Liaising with staff to plan and distribute maintenance work • Using mathematical ideas and techniques - Preparing budgets for maintenance/replacement of equipment • Solving problems - Detecting maintenance problems and taking corrective action • Using technology - Using computers and the internet to access information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0016A	MANAGE THE EDUCATION OF HORSES
EQO	Equestrian

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

This unit involves the management of the education of horses to be handled in a range of environments and situations. It includes the safe application of the gear required to train. Competencies of evaluation, planning, monitoring and designing education programs for individual horses are involved in this unit.

ELEMENT	PERFORMANCE CRITERIA
1 Evaluate and supervise the education of horses	1.1 Assess individual breaking in and education needs of horses 1.2 Source and evaluate suitable breaking in and/or education programs 1.3 Educate horses to behave, trial and race according to industry standards, rules or regulations where they apply
2 Monitor and modify the education of horses	2.1 Design and implement education programs for horses 2.2 Assess horses according to behaviour and safety requirements of the organisation both pre and post education 2.3 Identify and use appropriate gear and techniques to modify behaviour of horses 2.4 Evaluate and record progress of the horse at various stages of the education phase

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 gear	[all categories relevant to the racing, sport or recreational work environment] • blinkers • hobbles • a variety of bits • saddles • reins • harness • halters • sulky • bridles • rings • tongue ties • nose band • shadow rolls • breastplates • pacifiers
Evaluate and record progress	[all categories relevant to the racing, sport or recreational work environment] • age • temperament • vices • background • safety of horse and handlers • progress towards industry standards
Rules or regulations	[all categories relevant to the racing, sport or recreational work environment] • relevant industry and local government rules and regulations pertaining to the licensing of animals, employees and premises

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 principles of education of horses • Assessment of performance should be over a minimum of two (2) different occasions covering all categories the prescribed number of categories from the Range Statements that are applicable in the learners environment • In particular, assessment must confirm the ability to ○ demonstrate knowledge of industry standards of behaviour of horses post education and breaking in ○ assess behaviour of horses post education and breaking in, against industry standards, rules or regulations in terms of handling and training ○ apply communication skills with owners, employees and others regarding individual horse's potential, performance and needs ○ apply safe handling and restraint techniques for horses ○ apply principles of occupational health and safety
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROEQ0010A Train and condition horses for trail rides ○ SROEQ0009A Plan conditioning and training programs for horses ○ SROEQ0007A Select and manage horses for beginner riders ○ RTE3102A Educate, ride and care for horses and equipment • 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 ○ Normal behaviour, vices and undesirable traits, and the identification of appropriate behaviour modification and corrective practices and procedures ○ Housing, welfare and care requirements of horses in work and industry and council requirements and regulations ○ Routine and first aid treatments for care of horses ○ Recording requirements for the education, feeding and veterinary care of individual horses • Required skills ○ Safe horse handling and restraint
Resource implications	• Physical resources - assessment of this competency requires ○ access to a private or commercial establishment and the full range of equipment normally associated with same and a variety of horses in various stages of work • 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 variation of temperament of individual horses, 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 applying first aid for horses
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of management of the education of horses. All assessment must ○ relate to horses in a sport, racing or recreational or training program, housed in an appropriate private or commercial environment ○ include a variety of horses at different stages of their training ○ include a range of quiet and reasonably tractable horses of different temperament, training and behaviour • 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	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 - Obtaining relevant information on individual horses from horse breakers and owners • Communicating ideas and information - Conveying information to team members on matters relating to horses undergoing education • Planning and organising activities - Planning individual educational programs for horses • Working with teams and others - Liaising with relevant staff to plan and distribute work tasks • Using mathematical ideas and techniques - Not applicable • Solving problems - Observing and reporting unusual or dangerous behaviour • Using technology - Using computers and the internet to access information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROEQ0017A	INSTRUCT TRAIL HORSE RIDING SKILLS
EQO	Equestrian

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 trail horse riding activity.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching trail horse riding	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 trail horse riding	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 trail horse riding 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 trail horse riding 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 trail horse riding 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 trail horse riding activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to trail horse riding 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 trail horse riding 6.3 Identify minimal impact practices appropriate to trail horse riding, 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 trail horse riding, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a trail horse riding activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to trail horse riding, 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 trail horse riding 7.4 Demonstrate rescue techniques specific to trail horse riding, 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 trail horse riding 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 trail horse riding knowledge	9.1 Inform clients of locations, suitable to their skill level, for participating in trail horse riding 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 trail horse riding 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] - horses suitable for horse trail riding and associated equipment - safety equipment, eg, helmet
Hazards	[all categories] - may include - sharp corners - steep gullies - loose surface, eg, sand, gravel, mud - obstacles - other riders - tree roots and overhanging branches - temperature extremes - river/creek crossings - other vehicles
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 location 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 trail horse riding 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 trail horse riding 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 trail horse riding 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 cycle touring ○ 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 ▪ SROEQ0012A Demonstrate horseriding skills in remote or wilderness 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) ○ 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 trail horse riding ▪ 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 trail horse riding skills • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing trail horse riding ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Trail horse riding 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 trail horse riding instructional sessions ○ horses suitable for trail horse riding ○ safety equipment (eg, helmet) ○ 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 ○ 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 trail horse riding skills
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a trail horse riding skills 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.						

FIREARMS SAFETY

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SROFAS001A	DEMONSTRATE KNOWLEDGE OF FIREARMS LEGISLATION, FIREARMS AND COMMUNITY SAFETY
FAS	Firearms safety

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

This unit covers the knowledge of firearms law, personal firearm safety competency and community safety awareness and is a prerequisite unit for all specific firearms units.

ELEMENT	PERFORMANCE CRITERIA
1 Demonstrate understanding of the legal obligations required of firearms owners and users	1.1 State the legal definition of "firearm" in the student's jurisdiction 1.2 Explain the classification of firearms 1.3 Clarify the purposes for which firearms (in each class) may be used 1.4 Specify the procedures connected to the acquisition of firearms (of each class) 1.5 Clarify the prerequisites and conditions for acquiring ammunition 1.6 Specify the legal requirements connected to the unaccompanied dispatch or transport of firearms and ammunition 1.7 Define the security requirements for transport of firearms by licence holders 1.8 Clarify "possession" in relation to firearms 1.9 Outline the legislation and legal requirements for a person to possess firearms
2 Explain the general principles of firearms operation	2.1 Identify the major parts of a firearm 2.2 Outline the operating steps in loading and firing a firearm 2.3 Identify the five main action types of firearms 2.4 Identify the difference between rim-fire and centre-fire 2.5 Identify the main components in rimfire, centre-fire and shotgun ammunition
3 Demonstrate a clear understanding of the general rules of firearm safety	3.1 Demonstrate how to prove a firearm is unloaded 3.2 Demonstrate how to clear a loaded firearm 3.3 Identify the three stages of readiness 3.4 Clarify the term "danger zone" as applied to air rifles, rim-fires, shotguns and centre-fires 3.5 Demonstrate safe practices when handling firearms at a shooting range 3.6 Demonstrate checking for barrel obstruction 3.7 Identify how to confirm that the ammunition is correct for the firearm 3.8 Outline the path of a bullet in relation to the line of sight 3.9 Identify the effect of atmospheric conditions upon a bullet's flight 3.10 Identify the hazards associated with firearms in vehicles 3.11 Identify the hazards of shooting near hard surfaces or water 3.10 Clarify the proper procedure to be followed in the event of a misfire
4 Clarify the shooter's obligations regarding community safety and ethical factors within a wider community	4.1 Identify the measures all shooters are required to take in order to ensure personal safety within the shooting environment 4.2 Clarify the immediate obligations of a shooter to other personnel nearby 4.3 Outline the consequences of poor shooter behaviour 4.4 Identify the hazards associated with using firearms in conjunction with alcohol or drugs that affect alertness 4.5 Identify the legal and ethical considerations that must be extended to animals being hunted or destroyed 4.6 Clarify the shooter's obligations in the event of an accident 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
Community Safety & Ethical factors	[all categories] • legal and social responsibilities • consequences of firearms misuse • duty of care and render assistance obligations • unacceptable behaviour • animal welfare considerations • mental health factors
Firearms operation	[all categories] • firearms construction & types • ammunition types • loading and firing sequence • states of readiness • shooting technique
Legislation	[all categories] • definition of firearm under the appropriate State/Territory legislation • classification of firearms • allowable purposes of use • prohibited items • definition of possession • applying for a firearms licence • purchasing or acquiring a firearm and ammunition • dispatching and transporting an unaccompanied firearm • carriage of firearms by users • security requirements for firearms and ammunition • licence conditions • of the law affecting the use of a firearm
Personal Safety	[all categories] • cognitive requirements (knowing rules) • attitudes to compliance (applying rules) • determination of readiness • muzzle control • specific hazards ○ barrel obstruction ○ proper ammunition ○ detecting firearm flaws • firearms care & maintenance • eye and ear protection

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 all aspects of carrying, operating and appropriate State/Federal/Territory legislation applicable to firearms - Assessment of performance should be over a minimum of one (1) occasion covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to - understand and apply the relevant legislation applicable to ownership and use of firearms - identify the major parts of a firearm and demonstrate general checks to determine condition and "readiness" of a firearm - demonstrate correct handling and storing techniques for firearms - outline the responsibilities of firearms ownership and use within the community
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 - Types of ammunition - Basic parts of a firearm - Basic functions of a firearm - Strategies to enhance personal safety when handling firearms - Ballistic and environmental conditions affecting safe shooting - Legal and social responsibilities of using firearms - Firearm actions - Applicable legislation regarding firearms - Required skills - Basic firearms maintenance - General safety inspections - Safe storage of firearm - Safe transportation of firearm - Loading and unloading of a firearm
Resource implications	- Physical resources - assessment of this unit of competency requires access to - relevant firearms legislation - relevant background papers and information - safety equipment - relevant firearms - suitable safe location 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

	○ 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	• This unit of competency must be assessed over a minimum of one (1) occasion in order to ensure consistency of performance over the Range Statements and contexts applicable to firearms legislation, firearms and community safety
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity • 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
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 legislative information regarding firearms • Communicating ideas and information - Not applicable • Planning and organising activities - Planning how to safely transport firearms • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Not applicable • Using technology - Using a suitable method for storing firearms whilst not in use Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFAS002A	DEMONSTRATE USE OF CATEGORY A AND B FIREARMS SAFELY
FAS	Firearms safety

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

This unit covers the knowledge and skills to use and carry Category A and B firearms safely.

Category A Licence covers air rifles, rim-fire rifles other than self loading, shotguns other than pump action or self loading and shotgun and rim-fire combinations.

Category B licence covers muzzle-loading firearms, centre-fire rifles and shotgun and centre-fire rifle combinations.

ELEMENT	PERFORMANCE CRITERIA
1 Handle Category A and B firearms in accordance with relevant legislative and safety requirements	1.1 Select a Category A and/or B firearm that is matched to the shooter and the dominant purpose for use 1.2 Render a firearm safe 1.3 Handle a firearm correctly in a range of situations 1.4 Specify what is meant by "muzzle awareness"
2 Hold and load Category A and B firearms in a supervised and jurisdiction-approved location	2.1 Identify the stages of firearm readiness 2.2 Load and unload a firearm safely and correctly 2.3 Load and unload magazine/single shot 2.4 Hold a firearm safely and correctly in a variety of positions 2.5 Demonstrate correct aiming procedure, including appropriate breath control 2.6 Demonstrate correct trigger control 2.7 Demonstrate firing at a target in a safe manner
3 Comply with range rules and/or field safety procedures	3.1 Recognise the responsibilities of a person attending an approved range as outlined in firearms 3.2 Demonstrate an understanding of correct/safe firing procedures 3.3 Identify the role and authority of the range officer 3.4 Specify the responsibilities of persons firing in field environments 3.5 Demonstrate an understanding of correct/safe firing procedures in field environments 3.6 Demonstrate a general immediate procedure to follow in the event of firearm malfunction 3.7 Identify procedures to complete if a live round is stuck
4 Maintain Category A and B firearms in safe working condition	4.1 Check firearm is safe and remove ammunition from workplace before commencing inspection 4.2 Clean a firearm safely 4.3 Demonstrate appropriate inspection processes for fault-finding of a firearm according to manufacturer's requirements or available reference material 4.4 Specify what to do if a general fault is found 4.5 Recognise when to refer malfunctions to a qualified armourer

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
Matched	[all categories] • includes issues such as ○ shooter's skills ○ critical size of the target ○ range over which the target is being sought ○ appropriate calibre of firearm
Range of situations	[all categories] • passing a firearm from one person to another • placing a firearm in and removing it from a vehicle • negotiating fences and other obstacles • correctly securing a firearm

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 all aspects of handling a Category A and B firearm - Assessment of performance should be over a minimum of one (1) occasion covering the prescribed number of categories from the Range Statements - Assessment must confirm the ability to - understand and apply the relevant legislation applicable to ownership and use of firearms - identify the major parts of a firearm and demonstrate general checks to determine condition and "readiness" of a firearm - demonstrate correct handling and storing techniques for firearms - loading and unloading the firearm - range and/or field safety principles
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROFAS001A Demonstrate knowledge of firearms legislation, firearms and community safety - 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 - Types of ammunition - Basic parts of a firearm - Basic functions of a firearm - Strategies to enhance personal safety when handling firearms - Ballistic and environmental conditions affecting safe shooting - Legal and social responsibilities of using firearms - Firearm actions - Applicable legislation regarding firearms - Basic firearm maintenance knowledge - Range rules - Required skills - Basic firearms maintenance - General safety inspections - Safe storage of firearm - Safe transportation of firearm - Loading and unloading of a firearm
Resource implications	- Physical resources - assessment of this unit of competency requires access to - relevant firearms legislation - example of range rules - examples of firearm operating manuals - safety equipment to Australian standards - category A and B firearms - ammunition (live and dummy) - relevant background papers and information - safety equipment

	○ suitable safe location for assessment ○ firearms cleaning 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, 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	• This unit of competency must be assessed over a minimum of one (1) occasion in order to ensure consistency of performance over the Range Statements and contexts applicable to using Category A and B firearms safely
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity • 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
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 manufacturer's information for maintenance of firearm • Communicating ideas and information - Not applicable • Planning and organising activities - Planning safe firing procedures • Working with teams and others - Not applicable • Using mathematical ideas and techniques -Counting number of rounds • Solving problems - Dealing with a malfunction of a firearm • Using technology - Using the correct tools and materials for cleaning a firearm Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFAS003A	DEMONSTRATE USE OF CATEGORY C FIREARMS SAFELY
FAS	Firearms safety

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

This unit covers the knowledge and skills to use and carry Category C firearms safely.

Category C Licence covers self loading rim-fire rifles with a magazine capacity of no more than 10 rounds, self loading shotguns with a magazine capacity of no more than 5 rounds and pump action shotguns with a magazine capacity of no more than 5 rounds.

ELEMENT	PERFORMANCE CRITERIA
1 Handle Category C firearms in accordance with relevant legislative and safety requirements	1.1 Select a Category C firearm that is <i>matched</i> to the shooter and the dominant purpose for use 1.2 Render a firearm safe 1.3 Handle a firearm correctly in a <i>range of situations</i> 1.4 Specify what is meant by "muzzle awareness"
2 Hold and load Category C firearms in a supervised and jurisdiction-approved location	2.1 Identify the stages of readiness associated with self loading firearms and the associated hazards 2.2 Load and unload a firearm safely and correctly 2.3 Load and unload magazine/single shot 2.4 Hold a firearm safely and correctly in a variety of positions 2.5 Demonstrate correct aiming procedure, including appropriate breath control 2.6 Demonstrate correct trigger control 2.7 Demonstrate firing at a target in a safe manner 2.8 Identify the hazards associated with the ejection system of Category C firearms, eg, cases and gases
3 Comply with range rules and/or field safety procedures	3.1 Recognise the responsibilities of a person attending an approved range as outlined in firearms 3.2 Demonstrate an understanding of correct/safe firing procedures 3.3 Identify the role and authority of the range officer 3.4 Specify the responsibilities of persons firing in field environments 3.5 Demonstrate an understanding of correct/safe firing procedures in field environments 3.6 Demonstrate a general immediate procedure to follow in the event of firearm malfunction 3.7 Identify procedures to complete if a live round is stuck
4 Maintain Category C firearms in safe working condition	4.1 Check firearm is safe and remove ammunition from workplace before commencing inspection 4.2 Clean a firearm safely 4.3 Demonstrate appropriate inspection processes for fault-finding of a firearm according to manufacturer's requirements, or available reference material 4.4 Specify what to do if a general fault is found 4.5 Recognise when to refer malfunctions to a qualified armourer

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
Matched	[all categories] • includes issues such as ○ shooter's skills ○ critical size of the target ○ range over which the target is being sought ○ appropriate calibre of firearm
Range of situations	[all categories] • passing a firearm from one person to another • placing a firearm in and removing it from a vehicle • negotiating fences and other obstacles • correctly securing a firearm

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 all aspects of handling a Category C firearm • Assessment of performance should be over a minimum of one (1) occasion covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to ○ understand and apply the relevant legislation applicable to ownership and use of firearms ○ identify the major parts of a firearm and demonstrate general checks to determine condition and "readiness" of a firearm ○ demonstrate correct handling and storing techniques for firearms ○ loading and unloading the firearm ○ range and/or field safety principles
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROFAS001A Demonstrate knowledge of firearms legislation, firearms and community safety • 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 ○ Types of ammunition ○ Basic parts of a firearm ○ Basic functions of a firearm ○ Strategies to enhance personal safety when handling firearms ○ Ballistic and environmental conditions affecting safe shooting ○ Legal and social responsibilities of using firearms ○ Firearm actions ○ Applicable legislation regarding firearms ○ Basic firearm maintenance knowledge ○ Range rules • Required skills ○ Basic firearms maintenance ○ General safety inspections ○ Safe storage of firearm ○ Safe transportation of firearm ○ Loading and unloading of a firearm
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ relevant firearms legislation ○ example of range rules ○ examples of firearm operating manuals ○ safety equipment to Australian standards ○ category C firearms ○ ammunition (live and dummy) ○ relevant background papers and information ○ safety equipment

	○ suitable safe location for assessment ○ firearms cleaning 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, 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	• This unit of competency must be assessed over a minimum of one (1) occasion in order to ensure consistency of performance over the Range Statements and contexts applicable to using Category C firearms safely
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity • 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
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 manufacturer's information for maintenance of firearm • Communicating ideas and information - Not applicable • Planning and organising activities - Planning safe firing procedures • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Counting number of rounds • Solving problems - Dealing with a malfunction of a firearm • Using technology - Using the correct tools and materials for cleaning a firearm Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFAS004A	DEMONSTRATE USE OF CATEGORY D FIREARMS SAFELY
FAS	Firearms safety

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

This unit covers the knowledge and skills to use and carry Category D firearms safely.

Category D Licence covers self loading centre-fire rifles, self loading shotguns with a capacity of more than 5 rounds, pump action shotguns with a capacity of more than 5 rounds and self loading rim-fire rifles with a magazine capacity of more than 10 rounds.

ELEMENT	PERFORMANCE CRITERIA
1 Handle Category D firearms in accordance with relevant legislative and safety requirements	1.1 Select a Category D firearm that is <i>matched</i> to the shooter and the dominant purpose for use 1.2 Render a firearm safe 1.3 Handle a firearm correctly in a <i>range of situations</i> 1.4 Specify what is meant by "muzzle awareness"
2 Hold and load Category D firearms in a supervised and jurisdiction-approved location	2.1 Identify the stages of readiness associated with self loading firearms and the associated hazards 2.2 Load and unload a firearm safely and correctly 2.3 Load and unload magazine/single shot 2.4 Hold a firearm safely and correctly in a variety of positions 2.5 Demonstrate correct aiming procedure, including appropriate breath control 2.6 Demonstrate correct trigger control 2.7 Demonstrate firing at a target in a safe manner 2.8 Identify the hazards associated with the ejection system of Category D firearms, eg, cases and gases
3 Comply with range rules and/or field safety procedures	3.1 Recognise the responsibilities of a person attending an approved range as outlined in firearms 3.2 Demonstrate an understanding of correct/safe firing procedures 3.3 Identify the role and authority of the range officer 3.4 Specify the responsibilities of persons firing in field environments 3.5 Demonstrate an understanding of correct/safe firing procedures in field environments 3.6 Demonstrate a general immediate procedure to follow in the event of firearm malfunction 3.7 Identify procedures to complete if a live round is stuck
4 Maintain Category D firearms in safe working condition	4.1 Check firearm is safe and remove ammunition from workplace before commencing inspection 4.2 Clean a firearm safely 4.3 Demonstrate appropriate inspection processes for fault-finding of a firearm according to manufacturer's requirements, or available reference material 4.4 Specify what to do if a general fault is found 4.5 Recognise when to refer malfunctions to a qualified armourer

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
Matched	[all categories] • includes issues such as ○ shooter's skills ○ critical size of the target ○ range over which the target is being sought ○ appropriate calibre of firearm
Range of situations	[all categories] • passing a firearm from one person to another • placing a firearm in and removing it from a vehicle • negotiating fences and other obstacles • correctly securing a firearm

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 all aspects of handling a Category D firearm • Assessment of performance should be over a minimum of one (1) occasion covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to ○ understand and apply the relevant legislation applicable to ownership and use of firearms ○ identify the major parts of a firearm and demonstrate general checks to determine condition and "readiness" of a firearm ○ demonstrate correct handling and storing techniques for firearms ○ loading and unloading the firearm ○ range and/or field safety principles
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROFAS001A Demonstrate knowledge of firearms legislation, firearms and community safety • 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 ○ Types of ammunition ○ Basic parts of a firearm ○ Basic functions of a firearm ○ Strategies to enhance personal safety when handling firearms ○ Ballistic and environmental conditions affecting safe shooting ○ Legal and social responsibilities of using firearms ○ Firearm actions ○ Applicable legislation regarding firearms ○ Basic firearm maintenance knowledge ○ Range rules • Required skills ○ Basic firearms maintenance ○ General safety inspections ○ Safe storage of firearm ○ Safe transportation of firearm ○ Loading and unloading of a firearm
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ relevant firearms legislation ○ example of range rules ○ examples of firearm operating manuals ○ safety equipment to Australian standards ○ category D firearms ○ ammunition (live and dummy) ○ relevant background papers and information ○ safety equipment

	○ suitable safe location for assessment ○ firearms cleaning 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, 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	• This unit of competency must be assessed over a minimum of one (1) occasion in order to ensure consistency of performance over the Range Statements and contexts applicable to using Category D firearms safely
Context for assessment	• This unit of competency must be assessed in the context of a outdoor recreation activity • 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
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 manufacturer's information for maintenance of firearm • Communicating ideas and information - Not applicable • Planning and organising activities - Planning safe firing procedures • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Counting number of rounds • Solving problems - Dealing with a malfunction of a firearm • Using technology - Using the correct tools and materials for cleaning a firearm Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFAS005A	DEMONSTRATE USE OF CATEGORY H FIREARMS SAFELY
FAS	Firearms safety

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

This unit covers the knowledge and skills to use and carry Category H firearms safely.

Category H Licence covers pistols and air pistols.

ELEMENT	PERFORMANCE CRITERIA
1 Handle Category H firearms in accordance with relevant legislative and safety requirements	1.1 Select a Category H firearm that is matched to the shooter and the dominant purpose for use 1.2 Render a firearm safe 1.3 Handle a firearm correctly in a range of situations 1.4 Specify what is meant by "muzzle awareness"
2 Hold and load Category H firearms in a supervised and jurisdiction-approved location	2.1 Identify the stages of readiness associated with self loading firearms, if applicable, and the associated hazards 2.2 Load and unload a firearm safely and correctly 2.3 Load and unload magazine/single shot 2.4 Hold a firearm safely and correctly in a variety of positions 2.5 Demonstrate correct aiming procedure, including appropriate breath control 2.6 Demonstrate correct trigger control 2.7 Demonstrate firing at a target in a safe manner 2.8 Identify the hazards associated with the ejection system of Category H firearms, eg, cases and gases, where relevant
3 Comply with range rules and/or field safety procedures	3.1 Recognise the responsibilities of a person attending an approved range as outlined in firearms 3.2 Demonstrate an understanding of correct/safe firing procedures 3.3 Identify the role and authority of the range officer 3.4 Specify the responsibilities of persons firing in field environments 3.5 Demonstrate an understanding of correct/safe firing procedures in field environments 3.6 Demonstrate a general immediate procedure to follow in the event of firearm malfunction 3.7 Identify procedures to complete if a live round is stuck
4 Maintain Category H firearms in safe working condition	4.1 Check firearm is safe and remove ammunition from workplace before commencing inspection 4.2 Clean a firearm safely 4.3 Demonstrate appropriate inspection processes for fault-finding of a firearm according to manufacturer's requirements, or available reference material 4.4 Specify what to do if a general fault is found 4.5 Recognise when to refer malfunctions to a qualified armourer

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
Matched	[all categories] • includes issues such as ○ shooter's skills ○ critical size of the target ○ range over which the target is being sought ○ appropriate calibre of firearm
Range of situations	[all categories] • passing a firearm from one person to another • placing a firearm in and removing it from a vehicle • negotiating fences and other obstacles • correctly securing a firearm

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 all aspects of handling a Category H firearm • Assessment of performance should be over a minimum of one (1) occasion covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to ○ understand and apply the relevant legislation applicable to ownership and use of firearms ○ identify the major parts of a firearm and demonstrate general checks to determine condition and "readiness" of a firearm ○ demonstrate correct handling and storing techniques for firearms ○ loading and unloading the firearm ○ range and/or field safety principles
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROFAS001A Demonstrate knowledge of firearms legislation, firearms and community safety • 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 ○ Types of ammunition ○ Basic parts of a firearm ○ Basic functions of a firearm ○ Strategies to enhance personal safety when handling firearms ○ Ballistic and environmental conditions affecting safe shooting ○ Legal and social responsibilities of using firearms ○ Firearm actions ○ Applicable legislation regarding firearms ○ Basic firearm maintenance knowledge ○ Range rules • Required skills ○ Basic firearms maintenance ○ General safety inspections ○ Safe storage of firearm ○ Safe transportation of firearm ○ Loading and unloading of a firearm
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ relevant firearms legislation ○ example of range rules ○ examples of firearm operating manuals ○ safety equipment to Australian standards ○ category H firearms ○ ammunition (live and dummy) ○ relevant background papers and information ○ safety equipment

	○ suitable safe location for assessment ○ firearms cleaning 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, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEME001A 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	• This unit of competency must be assessed over a minimum of one (1) occasion in order to ensure consistency of performance over the Range Statements and contexts applicable to using Category H firearms safely
Context for assessment	• This unit of competency must be assessed in the context of a outdoor recreation activity • 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
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 manufacturer's information for maintenance of firearm • Communicating ideas and information - Not applicable • Planning and organising activities - Planning safe firing procedures • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Counting number of rounds • Solving problems - Dealing with a malfunction of a firearm • Using technology - Using the correct tools and materials for cleaning a firearm Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

RECREATIONAL FISHING

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SFIFCHA302A	OPERATE AN INSHORE DAY CHARTER
FSH	Recreational fishing

DESCRIPTION: This unit involves the skills required by a skipper/coxswain of a vessel used for limited fishing charter operations, i.e. fishing charter trips of one day or less in coastal, bay and inland waters. This unit does not cover skills required to operate and maintain a small vessel.

ELEMENT	PERFORMANCE CRITERIA
1 Manoeuvre fishing charter vessel to assist catching	1.1 Vessel is positioned to with respect to prevailing conditions to enhance the fishing operation 1.2 Anchoring and mooring techniques are used to enhance the fishing operation 1.3 Vessel is manoeuvred to assist the retrieval, tagging or landing of large species
2 Instruct clients in fishing techniques	2.1 Briefings are developed and delivered at times that maximise client understanding, security and satisfaction 2.2 Level of client's skill and knowledge is determined by observation and questioning 2.3 Instructions are planned and structured to suit client's ability 3.3 Instructions are offered to the client in an effective manner
3 Land, tag and dispose of catch	3.1 Catches are landed on the vessel using appropriate equipment and techniques 3.2 Tagging equipment is used to apply a tag in accordance with enterprise guidelines 3.2 Catch is disposed of in accordance with enterprise guidelines and in compliance with all environmental legislation and other legal requirements
4 Conduct activities to minimise impact on the environment	4.1 Charter operations are conducted in ways designed to limit potential negative impacts on the marine and coastal environments 4.2 Clients are advised of environmental 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
Prevailing conditions	• current • wind • fish stocks • includes assessment of the above to minimise line entanglement
Anchoring and mooring techniques	• single point anchor • sea anchor • anchor and bridle
Instructions	• delivered by ○ verbal means ○ written instructions ○ demonstration • concerning ○ gear rigging ○ baiting or lures ○ fishing technique ○ landing technique
Equipment and techniques	• gloves • trace handling techniques • fish handling techniques • gaffs • that minimise damage to the fish and danger to the handler
Negative impacts	• disturbance of flora and fauna • physical damage • introduction of exotic/feral species • pollution • use of energy • waste disposal
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 ability to manoeuvre and position a vessel to conduct successful fishing and to land fish or tag and release fish as required - Knowledge of - effect of current and wind on hook and line position
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) - SFIFISH304A Adjust and position hand operated lines
Required knowledge and skills	- Required knowledge - The essential knowledge and understanding a person needs to perform work to the required standard includes: - the effect of wind and current on the vessel when drifting and at anchor - anchoring and mooring techniques appropriate to varying bottom types - techniques that control the drift of a vessel - Required skills - The essential skills a person needs to perform work to the required standard include - vessel manoeuvring techniques - ability to deploy anchoring equipment specific to a charter fishing operation - handling traces when landing large species - using gaffs or tagging equipment - removing hooks from fish to be released - Literacy skills used for - providing clear oral instructions to clients
Resource implications	- Physical resources - assessment of this competency requires access to - the workplace or in a simulated workplace environment - operational charter fishing vessel and clients - 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 in the work environment
Context of assessment	• The following assessment methods are suggested ○ written or oral short answer testing ○ practical exercises ○ project work ○ observation of practical demonstration

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 • Collecting, analysing and organising information - Not applicable • Communicating ideas and information - Not applicable • Planning and organising activities - Not applicable • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Not applicable • Using technology - Not applicable Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH001A	USE BASIC SKILLS TO CATCH AND HANDLE FISH
FSH	Recreational fishing

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

This unit covers the knowledge and skills required to identify and use equipment to catch fish popular for catching and eating.

ELEMENT	PERFORMANCE CRITERIA
1 Identify a range of fish popular for catching and eating	1.1 Identify different types of aquatic habitat 1.2 Determine the variety of fish which live in a particular habitat 1.3 Ascertain the most popular species for catching and eating, within a particular location and season
2 Identify where fish live, their migration and movements	2.1 Identify the factors affecting what types of fish live in certain bodies of water 2.2 Determine the breeding and spawning patterns of saltwater fish and the affect of this on fish location 2.3 Identify the species of fish likely to be in a particular location during a specified season
3 Identify and use simple tackle and equipment	3.1 Identify the range of fishing tackle used to catch fish within a particular habitat 3.2 Identify and use rigs appropriate to a particular species 3.3 Determine different types of bait , and their use for different fish species within a particular habitat 3.4 Determine the use of berley for different fish species within a particular habitat
4 Apply easy methods to catch fish	4.1 Identify different methods used to catch fish using rod and reel, handlines and nets 4.2 Demonstrate safe, accurate and correct casting technique , appropriate to the species of fish and their habitat 4.3 Demonstrate methods of trolling , appropriate to the species of fish and their habitat
5 Handle fish	5.1 Identify dangerous species of fish and their defining features 5.2 Handle dangerous fish in order to reduce danger to self and others 5.3 Demonstrate landing and de-hooking techniques appropriate to the species of fish and dispatch the catch in a humane manner 5.4 Implement strategies to keep catch in pristine condition 5.5 Demonstrate techniques to handle and return without damage, undersized and unwanted fish to the water 5.6 Demonstrate techniques for gutting, gilling, filleting, skinning and boning different species of fish

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
Bait	[all categories] - determined by - local diet for the species - accessibility to the fisher - availability of commercial bait for the species pursued
Casting techniques	[two categories] - threadline - overhead - sidecast - centrepin - fly
Factors affecting what types of fish live	[all categories] - structures - seasons - water temperature - currents - environmental conditions of the water
Habitats	[all categories] - saltwater - oceanic - pelagic - demersal - estuarine - freshwater - river - impoundment - brackish - estuarine
Landing	[all categories] - landing net - gaffing - lifting
Rigs	[one category]

	- oceanic - land based (demersal and pelagic) - bait and lures - offshore (demersal and pelagic) - bait and lures - estuarine - bait and lures - freshwater - bait and lures
Spawning	[all categories] - may occur in - estuaries - streams - rivers - oceans
Tackle	[one category specific to habitat] - oceanic - land based (beach, rock walls, jetties) - live bait, dead bait, lures - offshore - trolling - lures - dead fish baits, i.e., split tail mullet - live baits - bottom fishing - estuarine - land based - live bait, dead bait, lures - craft borne - live bait, dead bait, lures - freshwater - land based - live bait, dead bait, lures - craft borne - live bait, dead bait, lures
Trolling	[all categories] - surface - baits - live baits - lures - sub surface - bibbed lures - down riggers
Variety of fish	[one category] saltwater

	○ pelagic species ○ demersal species • freshwater ○ native species ○ translocated species • varies with respect to region/location, season

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 fish species available within a specific habitat (oceanic, estuarine or freshwater) 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 - identify the most likely catch in particular locations - catch specific species of fish within specific habitats, using appropriate tackle and methods to handle the fish once caught
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) - SROFSH002A Comply with fisheries management regulations and conservation strategies - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - SROFSH003A Select, catch and use bait
Required knowledge and skills	- Required knowledge - Why people fish - Species of fish within a particular habitat, their migration, spawning and seasonal feeding habits - Problems and conflicts in fishing - Difference between subsistence, commercial game and sport fishing - Social and economic importance of fishing - Ethical behaviour with respect to recreational fishing - Permit requirements and other relevant state fishing legislation or regulations, creel and size limits - Effect of development, pollution, canalisation and farming on fish habitat - Environmental impact of recreational fishing and mechanisms to reduce impact - Impact of poaching, over harvesting, loss of habitat - Required skills - Ability to cast and present a bait or lure accurately - Ability to fight and bring to landing a fish quickly with a minimum of stress to ensure successful release or quality eating as the case may be - The ability to effectively land a fish
Resource implications	- Physical resources - assessment of this unit of competency requires access to - suitable fishing locations - relevant equipment to catch and process fish - food and water resources

	○ personal clothing appropriate to location and conditions • 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 SROFSH007A ○ 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 varieties, methods, habitats and seasons, 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 this unit
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 fishing activity • 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 on specific target fish and their habits • Communicating ideas and information - Not applicable • Planning and organising activities - Planning the correct bait and methods for catching targeted fish • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Using scales and measures to apply catch regulations • Solving problems - Dealing with "snagged" equipment • Using technology - Using different types of fishing tackle Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH002A	COMPLY WITH FISHERIES MANAGEMENT REGULATIONS AND CONSERVATION STRATEGIES
FSH	Recreational fishing

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

This unit covers the knowledge and skills required to understand the need for conservation strategies and to determine fisheries management regulations applicable to a particular location/type of fishing and to apply them.

ELEMENT	PERFORMANCE CRITERIA
1 Identify the need for fishery management	1.1 Identify the impacts caused by participation in recreational fishing activities and determine the possible causes of these impacts 1.2 Identify the consequences of the impact on the environment 1.3 Identify the effect of development, pollution, canalisation, farming and other man-induced factors on fish habitat 1.4 Identify population dynamics and other natural causes of fluctuations in marine animal populations 1.5 Identify differences between subsistence, commercial game and sport fishing activities to determine their relative impacts on fish numbers 1.6 Determine the impact of poaching, over harvesting, and loss of habitat on the local fish population 1.7 Source research on the social and economic importance of fishing in order to establish the need for the management of fishing and fish habitat
2 Identify strategies used to reduce impact and conserve fish and their habitats	2.1 Source information on key practices and procedures used to reduce the impact , on fish numbers and fish habitats due to recreational fishing 2.2 Identify differences between conservation practices and management practices and determine options for the management of habitats and maintenance of fish populations 2.3 Determine Codes of Conduct/Practice/Ethics and their effectiveness with respect to recreational fishing
3 Determine relevant rules and regulations	3.1 Access relevant State/Territory and local regulations impacting upon recreational fishing (inland, coastal and ocean) 3.2 Source other relevant legislation (State/Territory or local) governing the use motorised water craft or any other specific use of an area
4 Comply with relevant rules and regulations with respect to recreational fishing	4.1 Recognise situations where regulations must be applied and determine the correct application 4.2 Determine the minimum requirements, as specified by relevant legislation 4.3 Demonstrate compliance with all relevant guidelines and legislation whilst participating in a recreational fishing activity 4.4 Apply minimal impact practices and procedures, as recommended by land managers and peak activity groups, to reduce impact on the natural environment 4.5 Use equipment in a manner to reduce impact on the natural environment 4.6 Demonstrate etiquette and appropriate behaviour when interacting with others in the immediate vicinity

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
Activities	[all categories] • recreational fishing • charter boat operations • guided fishing expeditions
Habitat	[all categories] • saltwater ○ oceanic ○ pelagic ○ demersal ○ estuarine • freshwater ○ river ○ impoundment • brackish ○ estuarine
Impacts	[all categories] • pollution with foreign matter (human waste, rubbish, soap, detergent) • vegetation trampling and breakage • breakage and dislodgement of rock and other formations • disturbance of fauna • injury to fauna • chemical alteration of environments • noise • intrusion into private lives and culture • reduction in specific fish species
Key practices and procedures	[all categories] • restricting access • limiting number of licences • seasonal restrictions • use of permits • codes of practice/codes of ethics
Minimal impact practices	[all categories] • avoidance of sensitive areas • limited catch size • removal of rubbish

	• appropriate sanitation practices • use of low impact equipment • appropriate washing procedures • respect and protection of heritage and cultural sites
Other relevant legislation	[all categories specific to one habitat/location, eg, fresh water] • state/territory Departments of Transport • state/territory Departments of Conservation (or equivalent) • local port regulations • road traffic regulations • occupational health and safety • international collision avoidance rules
Regulations	[all categories specific to one habitat/location, eg, salt water] • may be developed by state/territory departments of fisheries/primary industries or equivalent and include or refer to ○ recreational fishery licenses ○ recreational netting license ○ sale of fish ○ size limits and catch limits ○ seasons and closed seasons ○ use of fishing equipment ○ rod and line (numbers and unattended) ○ set lines ○ hoop nets ○ mesh nets ○ bait nets and dip nets ○ bait traps ○ hand held spears ○ spear guns ○ yabby pots ○ taking abalone, bugs, crabs, fish for bait, prawns, rock lobster, scallops ○ dive fishing ○ marking of fishing equipment ○ unwanted fish ○ bait and berley restrictions ○ closed or restricted waters ○ national parks, marine parks and reserves

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 fishing regulations and legislation applicable to a specific marine/aquatic environment or location 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 ○ identify the impact of recreational fishing on a specific location and aquatic environment, eg, fresh water or salt water ○ recognise strategies used to conserve aquatic environments and manage fish populations ○ comply with all relevant state/territory and local legislation applicable to the catching of fish in a recreational context ○ comply with relevant Codes of Ethics/Conduct
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROOPS001B Implement minimal environmental impact practices • This unit must be assessed in conjunction with the following unit(s) ○ SROFSH001A Use basic skills to catch and handle fish • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SROFSH003A Select, catch and use bait
Required knowledge and skills	• Required knowledge ○ State/territory and local legislation that impact upon recreational fishing ○ Factors that affect application of state/territory and local legislation to specific locations, persons and situations ○ Sources of conflict between commercial and recreational users ○ Endangered and exotic species ○ Basic knowledge of management requirements for fragile systems ○ Survey methods employed in catch and release and role of catch surveys ○ Tagging and reporting procedures ○ Effects of increased sophistication on the fishery • Required skills ○ Ability to apply specific regulations and legislation to particular context, fish species or location
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ relevant state/territory and local legislation ○ fishing equipment and resources appropriate to the fishing trip(s) being undertaken • 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 regulations, impacts and practices 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 this unit
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity involving situations applicable to recreational fishing • 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	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 fishing legislation • Communicating ideas and information - Communicating with state/territory fishing authority to obtain information • Planning and organising activities - Not applicable • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Measuring fish to establish legality • Solving problems - Dealing with inappropriate fishing behaviour by others • Using technology - Using the internet to obtain information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH003A	SELECT, CATCH AND USE BAIT
FSH	Recreational fishing

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

This unit covers the knowledge and skills required to obtain and use bait for recreational fishing.

ELEMENT	PERFORMANCE CRITERIA
1 Differentiate between different types of bait	1.1 Identify different frozen and fresh bait species for use within a particular habitat 1.2 Apply knowledge of fish feeding habits to determine the preferred bait and level of freshness for catching particular species 1.3 Determine the advantages and disadvantages of each type of bait when used for particular fish species 1.4 Select the preferred bait for recreational fishing after consideration of contextual issues
2 Catch fresh bait	2.1 Identify and demonstrate the best methods for collecting/catching fresh bait 2.2 Demonstrate use of bait gathering equipment in a correct manner to maximize catch 2.3 Apply appropriate methods to keep live bait alive to enhance its effectiveness
3 Present bait	3.1 Identify different methods for presenting bait , depending on tackle 3.2 Demonstrate correct rigging of different baits to rigs 3.3 Demonstrate methods for keeping dead bait
4 Use berley	4.1 Identify situations where different mixes of berley may be used to attract selected catch 4.2 Undertake different methods of presenting berley at appropriate intervals in order to attract target species

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
Bait	[all categories appropriate to one habitat] • prawns • yabbies • squid • worms • pilchards • seaweed • mud eyes • maggots • crickets • live fish • grasshoppers • octopus • cut baits, i.e., fish flesh • shellfish
Berley	[all categories] • fish offal • fish oils • grain by-products
Contextual issues	[all categories] • availability • ease of use • useful for single versus multiple species • ease of access/purchase • ability to maintain freshness • season • legality of use • regulatory requirements re the use of berley or ground baiting • storage
Habitat	[all categories] • saltwater ○ oceanic ○ pelagic ○ demersal ○ estuarine • freshwater ○ rivers

	○ impoundment, eg, reservoirs and lakes • brackish ○ estuarine
Methods for catching/collecting fresh bait	[all categories appropriate to one habitat] • use of equipment, eg, yabby pumps • trawling • seaweed collection • digging for worms • dredging mud eyes • catching grasshoppers • trapping • cast nets • line fishing
Methods for keeping dead bait	[all categories] • freezing • salting
Methods for presenting bait	[all categories] • placing on hook ○ live ○ whole ○ pieces • correct hook position to maximize effectiveness
Rigs	[all categories appropriate to one habitat] • in-shore • off-shore • lake • river/stream
Techniques for keeping bait alive	[all categories appropriate to habitat and type of bait used] • use of ice water for mud eyes • placing of grasshoppers and crickets in a stocking • live bait tanks • buckets with aerators • keep nets • wet bags, cloth and sand

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 types of bait applicable for use to catch the variety(ies) of fish species targeted within a particular habitat in the workplace • Assessment of performance should be over a minimum of two (2) different occasions covering all indicated categories of bait, habitat, techniques and methods from the Range Statements to catch the variety(ies) of fish species targeted within a particular habitat • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of bait to catch and store it appropriately ○ use bait correctly to catch targeted fish species within a particular habitat
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) ○ SROFSH001A Use basic skills to catch and handle fish ○ SROFSH002A Comply with fisheries management regulations and conservation strategies
Required knowledge and skills	• Required knowledge ○ Bait habitats and the ability to recognise them ○ Equipment used to catch bait and its correct use ○ State/territory and local legislation impacting upon the catching/collection of bait • Required skills ○ Ability to catch and handle fish and bait ○ Ability to use simple tackle and equipment
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ access to sources of bait ○ relevant equipment to catch and store bait within a particular habitat • 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 different habitat, baits, techniques and methods, 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 this unit
Context for assessment	- This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst catching bait i.e., in an actual or real situation to catch the types of bait applicable for use to catch the variety(ies) of fish species targeted within a particular habitat - 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
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 suitable baits for target species • Communicating ideas and information - Not applicable • Planning and organising activities - Planning when to obtain bait so that it is fresh condition for fishing • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Deciding the best bait for target species • Using technology - Using a catapult to deliver berley Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH004A	SELECT, RIG AND USE TERMINAL TACKLE
FSH	Recreational fishing

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

This unit covers the knowledge and skills required to recognise and use terminal tackle and prepare rigs for a variety of situations.

ELEMENT	PERFORMANCE CRITERIA
1 Identify terminal tackle	1.1 Define the meaning of terminal tackle and identify situations in which terminal tackle is required 1.2 Determine differences between the types of terminal tackle required for different forms of fishing 1.3 Determine factors affecting the quality of terminal tackle
2 Select hooks	2.1 Identify different styles and sizes of hook, and factors affecting their selection 2.2 Recognise situations when barbless hooks should be used 2.3 Select the size and style of hook most appropriate to a specific species of fish 2.4 Outline reasons for the use of sharp hooks and demonstrate correct methods to sharpen hooks
3 Tie suitable knots	3.1 Determine characteristics of good fishing line 3.2 Identify and tie the different knots used in terminal tackle
4 Use suitable swivels and sinkers	4.1 Identify different types of sinker and determine their use in particular situations 4.2 Describe the relationship of sinker size to tidal movement and applied to sinker selection 4.3 Maintain tackle balance through the use of correct size swivel and snaps
5 Prepare traces	5.1 Determine the factors affecting the choice of trace and apply to the trace selection for the situation 5.2 Identify other accessories related to use of terminal tackle 5.3 Identify different rigs and the situations in which they will be used, for specific fish species

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 affecting terminal tackle quality	[all categories] - hook sharpness - swivel quality and size - line quality and breaking strain - knot tying - rig construction
Forms of fishing	[all categories] - game - bottom fishing - estuary - beach fishing - fly fishing - artificial lure fishing
Knots	[all categories] - terminal knots - line to line knots - specialty knots
Other accessories related to terminal tackle	[all categories] - cyalume sticks - floats - berley cages - corks - bait scents - fluorescent additives
Terminal tackle	[all categories] - hooks - swivels - snaps - sinkers - traces - line - leaders (fly fishing only) - flies

	• lures
Trace selection	[all categories] • affected by • type of fishing • fish species • situation

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 types of terminal tackle and the importance of quality terminal tackle in the workplace • Assessment of performance should be over a minimum of two (2) different occasions covering all indicated categories of terminal tackle, knots, forms of fishing and factors affecting tackle selection of tackle from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of different types of terminal tackle to select the most appropriate for a particular species of fish, location or conditions ○ select and use appropriate terminal tackle as part of a rig within a particular form of fishing
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROFSH002A Comply with fisheries management regulations and conservation strategies ○ SROFSH001A Use basic skills to catch and handle fish ○ 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) ○ SROFSH005A Select, use and maintain fishing tackle outfits
Required knowledge and skills	• Required knowledge ○ Knowledge of fish, fish habitats and feeding habits ○ Differences between different types of tackle and situations in which each type should be used ○ Knowledge of sources of information on tackle • Required skills ○ Construct terminal rigs for different situations ○ Knot tying
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ access to a selection of terminal tackle • 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 different types of terminal tackle, knots, forms of fishing and factors affecting tackle selection of tackle, 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 a particular form of fishing in the workplace
Context for assessment	- This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated in a real recreational fishing activity - 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 on habits of target species • Communicating ideas and information - Not applicable • Planning and organising activities - Planning type of tackle to suit targeted species • Working with teams and others - not applicable • Using mathematical ideas and techniques - Calculating breaking strain of line to use • Solving problems - Dealing with tangled/snagged equipment • Using technology - Using different types of tackle Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH005A	SELECT, USE AND MAINTAIN FISHING TACKLE OUTFITS
FSH	Recreational fishing

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

This unit covers the knowledge and skills required to differentiate between the different types of tackle outfits in order to select and use the outfit that is most appropriate to the location and fish species.

ELEMENT	PERFORMANCE CRITERIA
1 Select suitable tackle outfit	1.1 Select type of rod suitable to the function, location, habitat and target fish species 1.2 Select reel appropriate to the rod and style of fishing 1.3 Select type of line to compliment the rod, reel and type of fishing and other relevant requirements
2 Balance outfit	2.1 Identify the benefits of matching rod, reel and terminal tackle and apply this knowledge to balance rod to reel, to match line class to rod and reel, and according to the requirements for line selection 2.2 Select additional equipment that may be required to complete tackle balancing and apply correct use for a specific type of outfit
3 Cast for distance and accuracy	3.1 Identify spool actions for different types of reel 3.2 Identify, where relevant, the different types of fly casting techniques , and situations where each type of technique is suitable 3.3 Apply, where relevant, the appropriate type of fly casting technique to suit the situation 3.4 Determine the use of different parts of reels and apply in casting 3.5 Hold rod and reel correctly and apply correct casting technique for type of outfit to achieve accuracy and efficiency 3.6 Ensure the safety of self and others through observation of surroundings prior to casting and use of casting technique
4 Repair and maintain outfit	4.1 Demonstrate the important aspects of outfit service and maintenance and demonstrate techniques for the routine maintenance and service of tackle 4.2 Keep outfits in a clean condition whilst fishing 4.3 Identify components of in-field tackle repair and demonstrate their use in the repair of rods, reels, lures and tackle

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
Casting technique	[all categories] • can be demonstrated for ○ hand line ○ threadline reel ○ bait caster ○ overhead reel ○ side cast
Correct casting technique	[all categories] • correctly holding the rod and reel • rod loading so that the lure/bait is propelled from the rod • accuracy in direction and distance • minimisation of backlash or line breakage
Fly casting techniques	[all categories] • wet fly cast • false cast • roll and half roll cast • shortening in the air • slack line casts • mend casts
Habitat	[one category] • saltwater ○ oceanic ○ pelagic ○ demersal ○ estuarine • freshwater ○ river ○ impoundment • brackish ○ estuarine
Outfits	[all categories] • rods • reels • lines

Requirements for line selection	[all categories] • line class (breaking strain) • application
Routine service and maintenance	[all categories] • checking and replacing rod guides and tips • cleaning rods and reels • dismantling reel, washing, servicing and re-assembling • checking for line abrasions • maintaining full reel spool by use of backing • care, protection and storage of lures including skirt replacement
Type of fishing	[categories relevant to one form of fishing/one habitat] • off-shore light and heavy tackle game fishing • off-shore bottom fishing • fresh water fishing (lure and fly) • fresh water fishing (bottom) • estuary and beach fishing (lure) • estuary fishing (light, heavy and fly)
Type of line	[all categories] • monofilament • braided • fused
Types of reel	[all categories] • threadline reel • bait caster • overhead reel • side cast • closed face • centre pin • fly
Types of rod	[all categories] • spinning (fast, medium or slow taper) • trolling (game or short stroker) • fly

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 reels, rods, line and tackle to select, use and maintain fishing tackle in the workplace - Assessment of performance should be over a minimum of two (2) different occasions covering all indicated categories from the Range Statements - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - identify specific parts of rods and reels - balance tackle - cast for distance and accuracy - repair an outfit in the field - maintain and service an outfit
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 - SROFSH001A Use basic skills to catch and handle fish - SROFSH002A Comply with fisheries management regulations and conservation strategies - 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) - SROFSH004A Select, rig and use terminal tackle - SROFSH010A Select, rig and work lures
Required knowledge and skills	- Required knowledge - Different types of rod and their functions - Different types of reels and their functions - Different spool actions of reels - Methods of reel control - Types of lines - How to balance tackle to improve casting distance and accuracy - Specific parts of casting rods and reels - Different components of reels and their uses to simplify casting - Required skills - Putting together a balanced outfit for lure casting, bait casting, bottom fishing or trolling
Resource implications	- Physical resources - assessment of this unit of competency requires access to - access to a variety of equipment suitable for use in a particular type of recreational fishing for a specific habitat - 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 types of equipment, habitats and techniques, 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 a specific type of fishing within a particular habitat
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation and must be demonstrated in a real recreational fishing 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
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 different types of fishing equipment available and their applications • Communicating ideas and information - Dealing with professional repairers to service equipment • Planning and organising activities - Planning the equipment to use at a specific location and for a specific species • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with a mal-functioning reel • Using technology - Using tools to repair a reel Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH006A	CATCH CRABS, PRAWNS AND SQUID
FSH	Recreational fishing

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

This unit covers the knowledge and skills required to locate and catch crabs, prawns and squid and clean and prepare them following capture.

ELEMENT	PERFORMANCE CRITERIA
1 Locate crabs, prawns and squid	1.1 Determine correct tackle and apparatus for catching crabs, prawns and squid 1.2 Determine best locations for catching each species, in shore and off shore
2 Catch crabs, prawns and squid	2.1 Determine differences between crab pots and set suitable types of crab pots 2.2 Demonstrate the correct method for handling crabs including tying 2.3 Recognise the physical differences between male and female crabs 2.4 Measure crabs in accordance with prevailing regulations and return female and undersized crabs in accordance with regulations 2.5 Throw a cast net to catch prawns 2.6 Identify differences between squid lures and demonstrate their use
3 Maintain, clean and prepare catch	3.1 Apply knowledge of the uses of the catch to determine the most appropriate processing procedure(s) 3.2 Demonstrate correct method of maintaining, cleaning and preparing catch for its end-use

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
Tackle and apparatus	[all categories that comply with state/territory regulations] • drop nets (dillys) • crab pots • crab hooks • squid gidgies • squid jigs • squid lures • bait nets • throw nets • dab nets (Note : legal equipment varies between each state/territory)
Locations	[all categories] • tidal estuaries • inshore waters • jetties • wharves • rock walls
End-use	[all categories] • crabs ○ boiling ○ cooking whole on open fire ○ dissecting and cooking as a part of a recipe • squid ○ cooking or frying in various ways • prawns ○ prepare and cook/fry whole ○ use as ingredient of recipe

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 different processes used to catch crabs, prawns and squid in the workplace • Assessment of performance should be over a minimum of two (2) different occasions covering all indicated categories of locations, tackle and uses from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ locate crabs, squid and prawns ○ catch crabs, squid and prawns ○ maintain crabs, squid and prawns in pristine condition ○ clean and prepare the catch for a variety of uses ○ comply with fisheries regulations
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROFSH002A Comply with fisheries management regulations and conservation strategies ○ 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) ○ SROFSH003A Select, catch and use bait
Required knowledge and skills	• Required knowledge ○ Likely habitats of crabs, squid and prawns ○ The influence of tides and currents ○ Most suitable bait to attract crabs, squid and prawns ○ Methods to capture crabs, squid and prawns in a specific location and how to determine the best method ○ Local regulations impacting upon catching and keeping crabs, squid and prawns ○ Differences between male and female crabs ○ Uses for crabs, squid and prawns ○ How to handle and keep crabs, squid and prawns in pristine condition • Required skills ○ Crabs ▪ Ability to handle and keep crabs in pristine condition ▪ Ability to construct a basic collapsible crab pot and drop net (dilly) and hook ▪ Effectively using equipment ▪ Tying a mud crab ▪ Mixing an ice slurry ▪ Cleaning and cooking a crab ▪ Using crabs in various ways ○ Squid ▪ Effectively using a squid jig and lure ▪ Handling a squid properly ▪ Keeping catch in pristine condition ▪ Cleaning and preparing catch for table

	▪ Using squid in various way ○ Prawns ▪ Effectively using equipment to take prawns ▪ Keeping catch in pristine condition ▪ Cleaning and preparing catch for table ▪ Using prawns in various ways
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ access to suitable locations and relevant equipment to catch and process crabs, prawns and squid • 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 SRXFAD00A, 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 locations, tackle and uses, 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 this unit
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 or real context whilst catching crab, prawns and squid • 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 - Collecting information regarding location of target species • Communicating ideas and information - Not applicable • Planning and organising activities - Planning the best location and time to catch targeted species • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Measuring caught crabs to determine if they are undersize • Solving problems - Dealing with broken crab pots • Using technology - Using lights when catching prawns Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH007A	USE KNOWLEDGE OF FISH HABITATS, BEHAVIOUR AND LIFE CYCLES TO LOCATE FISH
FSH	Recreational fishing

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

This unit covers the knowledge of fish behaviour and life cycles and skills to use this knowledge and other aids to determine the location of fish.

ELEMENT	PERFORMANCE CRITERIA
1 Identify fish <i>habitats</i>	1.1 Apply the knowledge of relationship between different fish shapes, <i>anatomical features effecting locations</i> and specific lifestyles to determine preferred <i>habitats</i> 1.2 Identify environmental factors affecting preferred natural habitats 1.3 Determine food sources and feeding habits for particular species are in order to identify natural <i>habitats</i> 1.4 Determine the role of predator/prey relationships and how they affect fish activity and location 1.5 Apply knowledge of fish migration patterns and reasons for migration to identify the species of fish within specific locations/during specific seasons
2 Determine how life cycle affects fish behaviour, migration and location	2.1 Identify methods of breeding for different species sought by recreational fishers within a specific <i>habitat</i> 2.2 Identify spawning cycles for specific species within a <i>habitat</i> and the relationship to the seasons 2.3 Determine the manner in which spawning affects fish behaviour and governs movements and migration 2.4 Gauge fish age, size and physical characteristics during different seasons within the life cycle to determine the most appropriate season for targeting specific species 2.5 Apply knowledge of the relationships between predator and prey, fish growth and fish feeding habits and knowledge of foods, food conversion, digestion, nutrition and growth at different stages of the fish life cycle to selection of suitable fishing locations
3 Use knowledge of fish senses to attract and approach them	3.1 Identify the manner in which fish use sound, light, vision and smell to locate food 3.2 Apply knowledge, to advantage, of the extent and mechanism of vision of target fish species, to attract fish 3.3 Apply knowledge of olfactory senses, how they function and their use in navigating over great distances, to attract target fish 3.4 Apply knowledge of the ability of fish to distinguish taste and touch to determine the most appropriate bait and method of catching 3.5 Apply knowledge of fish senses to develop strategies to approach fish without alerting them
4 Read types of water to locate fish	4.1 Identify general locations which best suit the various species of fish 4.2 Determine special needs and preferences of species sought by recreational fishers 4.3 Determine the importance of <i>environmental factors</i> on the location of fish
5 Locate fish based on visual sightings	5.1 Identify fishing spots by the use of visual marks 5.2 Develop methods for recording visual sightings for relocating fishing spots 5.3 Determine factors affecting the accuracy of visual sightings

6 Use fishing aids	6.1 Identify the manner in which charts, binoculars, depth finders and GPS are used to locate likely fishing spots 6.2 Apply knowledge of fishing aids appropriate to the location and type of fishing and targeted fish species to assist in the location of fishing spots

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
Anatomical features affecting location	[all categories] • size • colouration • size of eyes • position of mouth • teeth • body shape
Environmental factors	[all categories] • temperature • water clarity • weather conditions • oxygen • shade • pH • structures • water depth • tidal influence • water flow
Habitat/s	[one category] • freshwater ○ streams ○ rivers ○ impoundments • saltwater ○ estuaries ○ inshore oceanic ○ offshore oceanic

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 specific characteristics, features and requirements of fish within a particular habitat (salt or fresh water) within a particular area/location in order to determine fishing spots in the workplace - Assessment of performance should be over a minimum of two (2) different occasions covering all indicated categories of habitat, environmental and anatomical features from the Range Statements applicable to different species of fish popular with recreational fishing within a particular habitat (salt or fresh water) and area/location in the learners environment - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of fish life cycles and spawning - determine the species most likely to be caught in specific locations during different seasons - use knowledge of fish senses to locate and attract specific species
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROFSH001A Use basic skills to catch and handle fish - SROFSH002A Comply with fisheries management regulations and conservation strategies - 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) - SROFSH004A Select, rig and use terminal tackle - SROFSH005A Select, use and maintain fishing tackle outfits
Required knowledge and skills	- Required knowledge - Basic fish anatomy - Functions of fins, scales, slime, gills and swim bladder - Function of fish colouration - Structure, effects and importance of thermocline - Acoustico-lateral system of fish - Use of the lateral line and near field displacement by fish - Sight, tactile, taste and olfactory senses of fish - Function and capabilities of fish eyes - Function and capabilities of teeth - Required skills - Using charts, depth finders, binoculars or global positioning system, where appropriate
Resource implications	- Physical resources - assessment of this unit of competency requires access to - charts - other equipment relevant to locating a specific species (such as Global Positioning Systems (GPS), depth finders, binoculars) - 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 habitat, environmental and anatomical features, 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 different species of fish popular with recreational fishing within a particular habitat (salt or fresh water) and area/location
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated in a recreational fishing activity • 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	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 target species information regarding habits, locations, etc • Communicating ideas and information - Communicating fishing information to others • Planning and organising activities - Planning specific locations to visit to catch target species • Working with teams and others - Passing on advice to other anglers • Using mathematical ideas and techniques - Calculating depths that fish may be found • Solving problems - Finding a location of targeted fish • Using technology - Using electronic fish finding technology Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH008A	INSTRUCT CASTING TECHNIQUES TO CLIENTS
FSH	Recreational fishing

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

This unit covers the knowledge and skills required to instruct clients to achieve competencies in casting in order to participate independently, or with minimal supervision, in recreational fishing activities.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session	1.1 Identify client(s) and assess current competencies 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, 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 instructional activities 1.5 Access resources to conduct instructional activities and drills 1.6 Provide relevant pre-activity information to client 1.7 Prepare contingency plans for instructional 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	2.1 Select and access equipment and other resources suitable for the instruction 2.2 Select, where appropriate, equipment and other resources and fit or adjust 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 or safety clothing for each client
3 Introduce an instructional session	3.1 Communicate clearly the aims of the instructional session to the client(s) 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 Check clothing and footwear of clients for suitability to the session
4 Apply appropriate teaching techniques	4.1 Communicate instructions and information clearly and concisely 4.2 Ensure personal competencies with respect to recreational fishing and casting are at a sufficient level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s) 4.3 Perform demonstrations of casting for clients with a high level of technical correctness and accurate description and key points of technique are explained and demonstrated according to the form of fishing 4.4 Describe the sequence or combination of skills to achieve effective or efficient casting technique 4.5 Describe different applications of casting technique , and where it is applicable/not applicable

	4.6 Demonstrate and explain, where relevant, <i>fly casting techniques</i> 4.7 Practise the techniques and observe the clients in order to provide positive encouragement and/or feedback at a suitable time 4.8 Identify faults in <i>casting technique</i> and provide a variety of solutions, where relevant, to correct faults 4.9 Provide adequate time for practice following fault correction and feedback and describe activities, drills or techniques which may improve casting technique 4.10 Assess, constantly, risks associated with the conduct of casting instruction and remove, minimise or avoid hazards in accordance with risk management plan and instructional objectives
5 Conclude and evaluate the instructional session	5.1 Determine the level of learning achieved directly through assessment 5.2 Apply feedback from assessment of client's casting technique 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 5.3 Determine modifications to activities and delivery method(s), based on evaluations 5.4 Evaluate the suitability of <i>other related factors</i>

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
Casting technique	[all categories] • can be demonstrated for ○ hand line ○ threadline reel ○ bait caster ○ overhead reel ○ side cast
Effective or efficient casting technique	[all categories] • correctly holding the rod and reel • rod loading so that the lure/bait is propelled from the rod • accuracy in direction and distance • minimisation of backlash or line breakage
Equipment	[all categories] • teaching aids • safety equipment (including first aid kits) • repair equipment • fishing-specific equipment
Fly casting techniques	[all categories] • wet fly cast • false cast • roll and half roll cast • shortening in the air • slack line casts • mend casts
Form of fishing	[all categories relative to location] • game • bottom fishing • estuary • beach fishing • fly fishing • artificial lure fishing
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 categories] • may include ○ craft

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 suitable teaching session or program to enable clients to learn how to cast accurately and efficiently in the workplace • Assessment of performance should be over a minimum of three (3) different occasions covering all indicated categories of forms, casting technique and equipment from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ demonstrate casting techniques accurately ○ establish a positive learning environment ○ recognise different client abilities and teach to suit individual needs
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ BSZ404A Train small groups ○ SROFSH005A Select, use and maintain fishing tackle outfits • 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 fishing location(s) and their suitability for the conduct of the instructional session ○ Relevant legislation impacting upon the instruction or conduct of activity, eg, occupational health and safety, land and water management authorities, local government ○ Pedagogy ○ Client abilities and needs ○ Safety procedures during the conduct or instruction casting technique • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing ○ Instructional techniques ○ Casting competencies ○ Communication skills to enable accurate and concise explanations and feedback whilst instructing
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ suitable locations for the conduct of casting ○ suitable equipment (safety, instructional and fishing - specific) ○ clients requiring instruction ○ 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 ○ 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 forms, casting technique and equipment, 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 this unit
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst instructing with actual/real clients (not peers) • 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	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 clients, their current skill and their expectations • Communicating ideas and information - Communicating with clients during instructional sessions • Planning and organising activities - Planning learning sequence for session • Working with teams and others - Working with clients in a teaching service • Using mathematical ideas and techniques - Using a clock face analogy to describe rod angles whilst casting • Solving problems - Dealing with clients' learning abilities • Using technology - Using a video as a teaching aid Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH009A	GUIDE FISHING TRIPS
FSH	Recreational fishing

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 or overnight fishing trips.

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 Rig and adjust equipment correctly and ensure suitability to the participant and location
2 Plan a fishing trip for clients	2.1 Assess skill level and experience 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
4 Maintain physical welfare of group	4.1 Ensure all clients are properly equipped for the trip and conditions including protection from weather conditions, eg, sunscreen 4.2 Monitor individual client's performance and needs 4.3 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 fishers safely	6.1 Identify a variety of potential hazards 6.2 Respond accordingly to any emergency or non-routine situation
7 Select and maintain a temporary site using	7.1 Select a suitable site with reference to minimal impact on the environment 7.2 Arrange shelter appropriate for prevailing weather conditions

minimal impact practices	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
Contextual issues	[all categories] • time of day • targeted species • season • weather • method(s) of fishing • 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] • relevant to the specific type of fishing trip (land or water based)
Hazard	[all categories relevant to location] • may include ○ rocks ○ waves ○ manmade objects ○ other craft ○ trees ○ weather conditions

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 fishing trip with clients on trips that may require overnight arrangements • 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 fishing 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 fishing 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) ○ SROFSH003A Select, catch and use bait ○ SROFSH004A Select, rig and use terminal tackle ○ SROFSH005A Select, use and maintain fishing tackle outfits ○ SROFSH007A Use knowledge of fish habitats, behaviour and life cycles to locate fish ○ SROFSH008A Instruct casting techniques to clients ○ 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) ○ SROOPS004B Interpret weather conditions in the field ○ SROOPS006B Use and maintain a temporary or overnight site
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 ○ Safety ▪ hazards ▪ precautions ▪ hazard prevention/minimisation strategies

	▪ risk management strategies ▪ first aid ▪ medical emergency procedures ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips ○ Location knowledge • Required skills ○ Navigation 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 suitable for the activity ○ overnight equipment ○ personal clothing ○ cooking system and utensils (where required) ○ organisation policy and procedures ○ fishing equipment ○ food and water ○ 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 fishing 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 fishing trips with real clients, either on lakes/ivers, coastal or offshore • 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 electronic fish finding technology Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROFSH010A	SELECT, RIG AND WORK LURES
FSH	Recreational fishing

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

This unit covers the knowledge and skills required to select, rig and work lures in order to catch a particular species of fish in differing water conditions. Lures may be used for general fishing, trolling, game fishing or fly fishing.

ELEMENT	PERFORMANCE CRITERIA
1 Select suitable lures	1.1 Recognise different categories of lures , identify different types of lure in each category, and explain their action and their use for catching specific fish species 1.2 Select lures for action, colour and suitability to the particular form of fishing 1.3 Determine the lure colour most suitable for different fishing conditions 1.4 Select the correct lure to maintain a balanced outfit
2 Rig and use lures	2.1 Apply different methods to rig lures and maintain balance between outfit and lure 2.2 Balance lure to outfit 2.3 Apply knowledge of how fish strike to work lures effectively in the water and demonstrate correct action when fish strike to effect a catch 2.4 Identify and demonstrate methods for working lures in different water conditions 2.5 Demonstrate different speeds of retrieve to obtain the most effective depth and/or action 2.6 Apply safe casting and striking techniques to minimize injury to self and others
3 Maintain and retrieve lures	3.1 Demonstrate methods to maintain lures 3.2 Retrieve snagged lures 3.3 Outline and apply correct methods to store lures
4 Construct simple lures	4.1 Apply knowledge of lures, their structure and function, to construct a simple and effective wooden surface popper lure

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
Categories of lure	[all categories] • flies • spinning • wobbling • swimming • rattling
Correct action	[all categories] • to work lures and catch fish ○ speed of retrieve ○ rod tip movement and action ○ trolling position ○ differing hand retrieves for fly fishing wet flies
Fishing conditions	[all categories] • water clarity • water depth • species targeted • time of day
Form of fishing	[one category] • trolling ○ jigging ○ cast and retrieve • general fishing ○ cast and retrieve ○ trolling ○ jigging • game fishing ○ trolling • fly fishing ○ dry fly ○ wet fly
Maintain lures	[all categories] • tuning bibbed lures • sharpening hooks • removing grime • split rings

	• tow points
Types of lure	[all categories] • bibbed minnows • bibleless minnows • high speed lures • surface poppers • skirted lures • soft tail lures • jigs • dry fly • wet fly

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 lure and the lures most appropriate for a particular species in different conditions in the workplace - Assessment of performance should be over a minimum of two (2) different occasions covering all indicated categories of types, maintenance, forms and categories of lures from the Range Statements that are applicable to using lures to catch a particular species of fish within one category of fishing (general, game, jigging or fly) in the learners environment - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - rig and work lures to catch a particular species of fish in different water conditions - maintain lures
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROFSH001A Use basic skills to catch and handle fish - SROFSH002A Comply with fisheries management regulations and conservation strategies - SROOPS002B Plan for minimal environmental impact - SROODR002A Plan outdoor recreation activities - SROFSH005A Select, use and maintain fishing tackle outfits - 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) - SROFSH007A Use knowledge of fish habitats, behaviour and life cycles to locate fish
Required knowledge and skills	- Required knowledge - Fish senses, in particular sight - Function of bibs on lures - The relationship between the shape of a lure and its action - Characteristics of different lures and how this impacts upon their speed - Selection of lures with appropriate speed - Characteristics of target species and how these affect lure selection - Required skills - Selecting a spread of lures for trolling - Arranging lures in an effective trolling pattern - Selecting the correct lure for casting or trolling - Using retrieval speeds and rod action to work a lure effectively - Casing a lure accurately
Resource implications	- Physical resources - assessment of this unit of competency requires access to - suitable outfits - locations for lure fishing - 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 different types of lure and the lures most appropriate for a particular species in different conditions, 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 using lures to catch a particular species of fish within one category of fishing (general, game, jigging or fly)
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity whilst lure fishing for a particular species of fish using a particular type of fishing (general, game, jigging or fly) • 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 on lures and the fish they attract • Communicating ideas and information - Recommending lures to other anglers • Planning and organising activities - Planning which lures to take on a fishing trip depending upon target species • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating the optimal operating depth for lures • Solving problems - Recovering a "snagged" lure • Using technology - Using the correct type of reel to obtain optimal performance from a lure Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

INTERPRETATION

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SROINT001B	CONDUCT INTERPRETATION WITHIN AN OUTDOOR ACTIVITY
INT	Interpretation

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

This unit deals with the planning and conduct of interpretation activities within the context of an outdoor activity or program. Competencies required to conduct the outdoor activity are addressed in other units.

ELEMENT	PERFORMANCE CRITERIA
1 Establish a need for the activity	1.1 Identify the need for an interpretive activity, based on client requests, client feedback and wider community needs 1.2 Identify opportunities to conduct the interpretive activity within the context of an existing outdoor activity or program 1.3 Establish clients' needs for information and their level of knowledge 1.4 Establish educational and interpretive objectives of the activity
2 Research materials and information	2.1 Identify possible themes and messages for the activity 2.2 Specify and access a range of potential information sources, support materials and resources in a manner which is culturally appropriate, including other specialists as required 2.3 Identify and research special or unique features of the activity area 2.4 Ascertain the interrelationships of the features in the area 2.5 Identify interesting or relevant aspects of the physical development of the activity area 2.6 Research natural history and human usage of the area, relevant to the activity, are researched
3 Use appropriate interpretive techniques	3.1 Demonstrate thematic planning to develop a theme for the interpretation 3.2 Ensure the breadth and depth of supporting information is appropriate to the client and objectives 3.3 Develop interpretation process and resources within designated timelines and within budget 3.4 Develop and deliver activity or session according to the principles of interpretation 3.5 Bring to the attention of the clients, where consistent with theme and objectives, special or unique features of the activity area 3.6 Use delivery methods to attract and maintain client interest and involvement 3.7 Ensure the content of the interpretation is accurate, clear and concise 3.8 Adapt the language level and presentation style appropriate to the client's knowledge and understanding 3.9 Demonstrate sensitivity to the cultural or ethnic background of the location and clients 3.10 Conduct the interpretation appropriate to individual and group objectives 3.11 Determine the client's needs for further information
4 Evaluate the interpretive activity	4.1 Obtain formal and informal feedback from clients and colleagues 4.2 Evaluate and modify aspects of the activity, based on consideration of their effectiveness against the activity and client objectives 4.3 Make modifications to the delivery technique following evaluation 4.4 Establish and implement ongoing review mechanisms within the work environment to ensure continuous improvement of the activity according to its objectives

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
Delivery methods	[three categories] • may include but not limited to ○ guided walks ○ story telling ○ illustrated talks ○ sensory awareness exercises ○ perception training activities ○ role plays ○ games ○ evening activities ○ special presentations
Information sources	[all categories] • may include but not limited to ○ journal articles ○ local residents ○ guidebooks ○ relevant textbooks and technical handbooks (on flora, fauna, geology)
Interpretation	• revelation based on information
Interrelationships	[one category] • biological relationships • land use and culture of local residents • geographical and geological relationships
Objectives	[all categories] • the chief aim of interpretation is not instruction, but provocation to ○ minimise impact ○ act in a safe manner ○ change attitude or lifestyle ○ interact in an acceptable manner
Physical development	[all categories] • the topography of the land • the age of the rocks and soils • the influence of people on the landforms

	the artificial structures which influence the area
Presentation style	[all categories] - suits type of client - creative communication - interaction with audience - adaptive to inclement weather, spontaneous events, interruptions
Special or unique features	[two categories] - may include but not limited to - plants and animals of the region and their associations - geological formations - geomorphology - the human history of an area - aspects of cultural and/or heritage significance
Support materials	[two categories] - may include but not limited to - diagrams and photographs - binoculars - guidebooks and field guides - park information leaflets - maps
Work environment	any outdoor area in which non-competitive recreation activities are being conducted

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 should confirm knowledge of underlying interpretation principles in conducting an outdoor activity - Assessment of performance should be over a minimum of two (2) different occasions covering the prescribed number of categories from the Range Statement that are applicable to the delivery methods and interpretation objective in the learners environment - In particular, assessment must confirm the ability to - planning for interpretation activities to suit a diversity of client groups and objectives - research suitable materials and information - conduct interpretation in the context of an outdoor activity - use different presentation style and communication skills - maintain client interest - evaluate the interpretive activity and suggest modifications/improvements
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) - SROODR005A Guide outdoor recreation sessions
Required knowledge and skills	- Required knowledge - Definitions of interpretation - Guiding principles of interpretation - Thematic planning - Interpretation techniques - Area/theme specific content - Required skills - Communication skills to interact with different client groups and to adequately convey information - Interpretation techniques - Interpersonal skills to gain and retain client interest
Resource implications	- Physical resources - assessment of this competency requires access to - a suitable outdoor activity area - specialised outdoor activity equipment - support materials - books - maps - diagrams and photographs - binoculars - guidebooks and field guides - park information leaflets - 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

	○ must be competent in this unit ○ be competent in the unit SROINT002B ○ 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 dealing with a variety of client groups, 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 conducting interpretation within an outdoor activity
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity with real clients • 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	2	3	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 - Collecting interpretative information for use in sessions • Communicating ideas and information - Delivering interpretative sessions to clients • Planning and organising activities - Planning the methods of delivery to suit different client needs • Working with teams and others - Working with clients to deliver an interpretation session • Using mathematical ideas and techniques - Calculating resources required for client group size • Solving problems - Dealing with bad weather during an outdoor interpretation session • Using technology - Using binoculars to view points of interest Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROINT002B	DEVELOP SPECIALIST RESOURCES FOR INTERPRETIVE ACTIVITIES
INT	Interpretation

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

This unit covers the knowledge and skills to facilitate the development of specialised resources for specific interpretive activities, areas or client needs.

ELEMENT	PERFORMANCE CRITERIA
1 Research and assemble accurate, current or relevant information	1.1 Identify information sources appropriate to the area or activity to be interpreted 1.2 Identify and research information relevant to the activity or location and objectives 1.3 Obtain in-depth information about special or unique features of an area
2 Match information to the client's needs, understanding and activity objectives	2.1 Ascertain individual and group objectives 2.2 Determine client level of knowledge and understanding of the specific area or activity 2.3 Research information that has the ability to consolidate concepts previously introduced
3 Develop suitable interpretive activities	3.1 Identify and document activities and information to suit a range of client needs 3.2 Develop or source, where necessary, specialist resources , support materials and props that enhance oral presentation of information 3.3 Consult and contract specialists where necessary to enhance the material or resource quality 3.4 Ensure materials and activities are interesting and informative 3.5 Produce materials in a cost effective manner
4 Assess the content and impact of the interpretive activity	4.1 Assess the potential effectiveness of modifying client behaviour as a result of the interpretive activity 4.2 Evaluate the interpretive activity after consideration of the effectiveness against the objectives 4.3 Modify the content and/or delivery technique to ensure effectiveness

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
Clients	[two categories] • may include but not limited to ○ tourists ▪ local ▪ interstate ▪ overseas ○ school or youth groups ○ club members ○ special interest groups
Information	[all categories] • cultural, heritage, historical or environmental matters • legislation/restrictions
Information sources	[one category] • may include but not limited to ○ print and electronic media ○ local inhabitants ○ persons with prior knowledge
Interpretive activities	[two categories] • may include ○ formal presentations ○ story telling ○ role play ○ illustrated talks ○ sensory awareness exercises ○ games and activities ○ audio-visual assisted communication ○ perception training activities
Potential effectiveness	[two categories] • may be assessed through ○ observation ○ long term monitoring ○ questionnaires ○ verbal feedback
Special/unique features	[one category]

	• historical, traditional or cultural significance of area or activity • specific geology, geography, archaeology or biology of the area
Specialist resources	[two categories] • may include ○ videos ○ print material ○ overhead transparencies/Powerpoint presentations ○ slides and photographs ○ props ○ costumes ○ models ○ audiotapes and CD-ROMs

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 knowledge of underlying interpretation principles and planning for interpretation activities to suit a diversity of client groups and objectives • Assessment of performance must be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements • In particular, assessment must confirm the ability to ○ produce specialist resources to enhance interpretive activities ○ develop materials and associated activities to suit different locations, delivery modes, client needs and objectives ○ evaluate effectiveness of interpretive activity and resources
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROINT001B Conduct interpretation within an outdoor activity ○ SROOPS002B Plan for minimal environmental impact • This unit must be assessed in conjunction with the following unit(s) ○ SROODR002A Plan outdoor recreation activities • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ THTFTG07B Research and share general information on Australian indigenous cultures ○ THTFTG08B Interpret aspects of local Australian indigenous culture
Required knowledge and skills	• Required knowledge ○ Definitions of interpretation ○ Guiding principles of interpretation ○ Thematic planning ○ Interpretation techniques ○ Area/theme specific content ○ Development of specialist resources • Required skills ○ Communication ○ Interpretation techniques ○ Research skills ○ Resource specific ▪ video production ▪ art ▪ desktop publishing
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a suitable location ○ client groups ○ specialised outdoor activity equipment ○ support materials ▪ books ▪ maps ▪ diagrams and photographs ▪ binoculars ▪ guidebooks and field guides

	▪ park information leaflets • 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 dealing with a variety of client groups, 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 conducting interpretation within an outdoor activity
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity with real clients • 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	1	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 interpretative information for use in sessions • Communicating ideas and information - Delivering interpretative sessions to clients • Planning and organising activities - Planning the methods of delivery to suit different client needs • Working with teams and others - Working with clients to deliver an interpretation session • Using mathematical ideas and techniques - Calculating resources required for client group size • Solving problems - Dealing with bad weather during an outdoor interpretation session • Using technology - Using binoculars to view points of interest Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THTFTG07B	RESEARCH AND SHARE GENERAL INFORMATION ON AUSTRALIAN INDIGENOUS CULTURES
INT	Interpretation

DESCRIPTION: This unit deals with the skills and knowledge required to research and share information about Australian Indigenous societies in a culturally appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation. This unit does not include in-depth interpretation of local Australian Indigenous cultures.

ELEMENT	PERFORMANCE CRITERIA
1 Research general information on Australian indigenous cultures	1.1 Identify sources of information about Australian Indigenous cultures correctly 1.2 Interpret written sources of information accurately, extract the required information and check with local communities prior to use 1.3 Access information from other than written sources in a culturally appropriate way 1.4 Contact appropriate community members and seek guidance on how information should be used in a tourism context 1.5 Demonstrate behaviour which shows respect for local Australian Indigenous culture and customs and follow correct protocols when seeking information 1.6 Share knowledge gained with work colleagues to increase cultural awareness and understanding in the organisation
2 Share general information with customers on Australian indigenous cultures	2.1 Identify and use indigenous interpreters where possible and within scope of individual responsibility 2.2 Provide customers with guidance on appropriate behaviours when interacting with indigenous interpreters or communities 2.3 Share accurate information with customers 2.4 Include reference to the diversity of Australian indigenous cultures when sharing information 2.5 Share information in a manner which shows respect for local community values and customs 2.6 Share information in a manner which enhances customer understanding of Australian indigenous cultures 2.7 Answer customer questions in a polite and friendly manner and in accordance with community wishes about what information can be shared with customers 2.8 Respond to culturally inappropriate customer behaviour promptly and in a manner that minimises the likelihood of offence being taken by all parties

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
Research	may include • talking and listening to Australian Indigenous people • organising information from personal memory and experience • watching TV, videos and films • listening to radio • reading books and other references • internet • museum research
Information	may be about • Australian Indigenous countries across Australia • specific Australian Indigenous countries may cover but is not limited to the following topics • history, pre and post European contact • traditional life and culture • contemporary indigenous life and culture • art and music • dance • bushcraft/bushfoods/bush medicine • tools and implements • land ownership • cultural sites
Cultural sites	may include • galleries • cultural centres • natural sites • occupation site (eg, middens)
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 of researching and sharing information about the Australian Indigenous societies in a culturally-appropriate way • 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 ○ Demonstrate knowledge of the protocols that apply to researching and sharing information generally available about Australian Indigenous cultures ○ Demonstrate the ability to research and share information in a culturally appropriate way ○ Demonstrate general knowledge of Australian Indigenous cultures as appropriate to the region ○ take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience
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) ○ THTFTG06B Prepare and present interpretive tour commentaries and activities ○ THTFTG08B Interpret aspects of local Australian Indigenous culture
Required knowledge and skills	• Required knowledge ○ Methods of researching and recording information generally available about Australian indigenous cultures ○ Protocols for sharing information about Australian indigenous cultures ○ Copyright and intellectual property issues associated with the sharing of information • Required skills ○ Communication skills including cross cultural skills and awareness of communication from an indigenous perspective
Resource implications	• Physical resources - assessment of this competency requires access to ○ resources appropriate for this unit • 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 appropriate people accepted by the local community ○ be involved in Australian Indigenous Communities ○ 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 a sport or recreation activity with a range of clients. For valid and reliable assessment the activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ involvement of appropriate people accepted by the local community in the assessment process ○ interaction with Australian Indigenous Communities to obtain information ○ sharing of information with a customer group within a commercially-realistic and operational guiding environment, eg, at a tourist site, on a coach tour • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that the ability to source and share information in a culturally appropriate way can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit ○ direct observation of the candidate sharing information about Australian Indigenous culture with customers ○ oral or written questions or interview to evaluate the process undertaken by the candidate to source information ○ case studies to assess ability to apply correct protocols to particular situations ○ oral or written questions to assess knowledge of protocols and other issues ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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, evaluating and checking information from different sources • Communicating ideas and information - Answering a customer question on a topic of great cultural sensitivity for the local Australian Indigenous community • Planning and organising activities - Organising a research program in preparation for a specific tour focussing on Australia's indigenous culture • Working with teams and others - Developing and maintaining rapport with representatives of the local Australian Indigenous community • Using mathematical ideas and techniques - Not applicable • Solving problems - Dealing with inappropriate customer behaviour at a cultural site • Using technology - Recording information on a computer Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THTFTG08B	INTERPRET ASPECTS OF LOCAL AUSTRALIAN INDIGENOUS CULTURE
INT	Interpretation

DESCRIPTION: This unit deals with the skills and knowledge required to interpret different aspects of local Australian Indigenous cultures in a tourism context. This unit focuses on an in-depth interpretation of a specific local culture. It is this in-depth, localised interpretation that distinguishes this unit from Unit THTFTG07B.

This unit recognises that there is no single Australian Indigenous culture and emphasises the importance of in-depth local cultural knowledge, appropriate behaviour and local community consultation. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders and who are authorised by local elders on behalf of their communities.

This unit applies to guides working in all sectors of the tourism industry and deals with complex and interrelated elements of indigenous culture which are the cultural and intellectual properties of specific communities. These may only be interpreted by persons authorised by a local tribal elder, on behalf of their community.

ELEMENT	PERFORMANCE CRITERIA
1 Consult with the local community	1.1 Consult appropriate community members about cultural tourism activities including information which can be shared, who can give information to whom, who can receive the information, what activities are appropriate and who should be involved 1.2 Plan and conduct tourism activities in accordance with the needs and wishes of the local community 1.3 Identify potential conflicts within the local community in relation to tourism activities and seek solutions through appropriate consultation
2 Interpret aspects of Australian Indigenous culture for customers	2.1 Interpret cultural aspects for customers to the level of depth that is appropriate for the guide and the particular customer 2.2 Take account of any copyright and intellectual property requirements in cultural interpretation 2.3 Brief customers on culturally appropriate behaviour 2.4 Make customers aware of copyright and intellectual property issues that may affect their own future behaviour 2.5 Show respect for Australian Indigenous culture and values through appropriate personal behaviour during activities 2.6 Show customers traditional and contemporary practices when appropriate and in a manner which enhances their understanding of Australian Indigenous culture 2.7 Use local language correctly and share with customers when appropriate 2.8 Invite customers to actively participate and share in the cultural experience when 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
Focus of cultural interpretation	may include • art • dance • music • storytelling • tools and implements • bush foods and medicine
Cultural sites	may include • galleries • cultural centres • natural sites
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 of interpreting aspects of local Australian Indigenous cultures in a tourism context - 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 - demonstrate in-depth knowledge and understanding of Australian Indigenous cultures as appropriate to the region - provide cultural interpretation for customers in a culturally appropriate and respectful manner - Assessment should take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience
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) - THTFTG06B Prepare and present tour commentaries or activities - THTFTG07B Research and share general information on Australian indigenous cultures
Required knowledge and skills	- Required knowledge - In-depth knowledge and understanding of Australian Indigenous culture as it relates to the region of work - Protocols for the sharing of information about specific local Australian indigenous cultures - Copyright and intellectual property issues - Required skills - Communication skills, from an indigenous and non-indigenous perspective
Resource implications	- Physical resources - assessment of this competency required access to - access to appropriate sites and locations - Human resources - assessment of this competency will require - persons approved of by elders of the relevant local community - 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 a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - Assessment must ensure - involvement of persons approved of by elders of the relevant local community in the assessment process - interpretation for a customer group within a commercially-realistic and operational guiding environment, eg, at a tourist site, on a coach tour - access to appropriate sites and locations - This unit of competency should be assessed through the 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 - Assessment methods must be chosen to ensure that ability to interpret aspects of the local culture can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. For this unit, methods would be chosen by elders or those approved of by elders of the relevant local community

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	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 - Developing an appropriate interpretive activity for a particular group at a particular site • Communicating ideas and information - Developing an appropriate activity to provide cultural interpretation • Planning and organising activities - Organising the practical aspects of conducting an activity at a given site • Working with teams and others - Liaising with elders on possible cultural activities • Using mathematical ideas and techniques - Not applicable • Solving problems - Resolving a situation where local community has some objection to a proposed activity • Using technology - Using audio-visual aids to enhance an activity Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THTFTG12A	PREPARE SPECIALISED INTERPRETIVE CONTENT (FLORA, FAUNA AND LANDSCAPE)
INT	Interpretation

DESCRIPTION: This unit describes the skills and knowledge required to research and update the specialised information required by some guides. For example, guides who work in National Parks will require a detail knowledge about the specific park landscape. General knowledge (eg about Australia and a given region) is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides.

The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.

ELEMENT	PERFORMANCE CRITERIA
1 Research specialised information for presentation	1.1 Identify correctly the key source of information on a specialised topic 1.2 Use formal and informal research techniques correctly and appropriately to assess current, accurate and relevant information on a specialised topic 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues 1.4 Make subjects of potential customer interest the focus of research activities
2 Prepare specialised information for guiding activities	2.1 Organise information in a manner which reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs
3 Update knowledge of specialised information	3.1 Identify and use opportunities to maintain current knowledge about a specialised topic 3.2 Incorporate updated knowledge into day-to-day guiding activities

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
Landscapes	may be • alpine • outback • desert • tropical • temperate • coastal
Informal and formal research	may include • talking and listening to local experts • talking and listening to traditional owners • personal observation/exploration • watching TV, videos and films • listening to radio • browsing the web • reading newspapers, books and other references • membership of professional associations • undertaking formal study • community groups (eg historical societies) All of the above represent key sources of information and opportunities to update knowledge
Knowledge requirements	will vary according to • the area of specialisation • workplace conditions • local needs
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 and skills required to research and update the specialised information on flora, fauna and landscape required by some guides - 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 - demonstrate knowledge of flora, fauna and landscape as specified in the Evidence Guide and to a level of depth and familiarity sufficient to - develop a coherent and interesting interpretation for customers - answer the typical questions asked by customers on the given topic - ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THTFTG06B Prepare and present tour commentaries or 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 knowledge and skills	- Required knowledge - Relationship between the guide's interpretation of knowledge and the quality of the customer experience - Research techniques for acquiring and maintaining current knowledge of a specialised topic - Sources of information on the landscape - Landscapes of tourism interest within a local region and their general characteristics (eg waterways, landforms) - Key ecological terminology - Key concepts of ecology including biotic and physical factors, populations, numbers, food web, community relations, life cycles, succession, zonation, carbon cycle, water cycle and energy flow - Interrelationships between parts of the eco-system - Developmental processes related to the formation of the local landscapes including - Geological formations and history - Soil composition and its relation to plant and animal life - Water catchment areas - Principles of Gondwana theory and the impacts of Gondwana on plant and animal communities - Major species of flora and fauna within the landscape including - Nature of species and where it is found - Roles of individual species - Characteristics - Commonalities

	▪ Interactions between species and with the environment ▪ Nutrition and life cycles ▪ Species harmful to humans ○ Environmental influences that affect the landscape, including climate, fire ○ Nature of human impacts on the landscape including industrial impacts ○ Management regimes for the local landscape including relevant authorities and codes of practice ○ Australian Indigenous perspective on the landscape ○ Specific safety and minimal impact issues for visitors • Required skills ○ Identification techniques for flora and fauna
Resource implications	• Physical resources - assessment of this competency requires access to ○ resources appropriate for this unit • Human resources - assessment of this competency will require ○ a customer group (of appropriate size and nature for the local workplace) ○ 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 of 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 a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ demonstration of knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment, eg, in a national park or on a bush track ○ interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared ○ presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that the application of knowledge to guiding and interpretive activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit ○ direct observation of the candidate using knowledge to deliver an interpretive commentary or activity ○ questioning of group members on their response to the candidate's breadth of knowledge and ability to deliver that knowledge in an interesting way ○ review of research portfolio to assess the candidate's ability to research current and accurate information ○ oral and written questions to assess the way in which the research process has been used ○ oral or written questions to assess key knowledge detailed in the Evidence Guide review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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
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 - Discussing the landscape with members of the local indigenous community to gain a new perspective • Communicating ideas and information - Developing a theme for an activity for a group of medical practitioners on a post-conference tour • Planning and organising activities - Developing an information reference and updating system • Working with teams and others - Discussing changing customer trends and interests with fellow guides • Using mathematical ideas and techniques - Not applicable • Solving problems - Resolving a situation where two sources provide conflicting information • Using technology - Using the Internet to access current information on a given topic or location Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THTFTG13A	PREPARE SPECIALISED INTERPRETIVE CONTENT (MARINE ENVIRONMENTS)
INT	Interpretation

DESCRIPTION: This unit describes the skills and knowledge required to research and update the specialised information required by some guides. For example, guides who work in National Parks will require a detailed knowledge about the specific park landscape. General knowledge (eg about Australia and a given region) is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides.

The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.

ELEMENT	PERFORMANCE CRITERIA
1 Research specialised information for presentation	1.1 Identify correctly the key sources of information on a specialised topic 1.2 Use formal and informal research techniques correctly and appropriately to access current, accurate and relevant information on a specialised topic 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues 1.4 Make subjects of potential customer interest the focus of research activities
2 Prepare specialised information for guiding activities	2.1 Organise information in a manner which reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs
3 Update knowledge of specialised information	3.1 Identify and use opportunities to maintain current knowledge about a specialised topic 3.2 Incorporate updated knowledge into day-to-day guiding activities

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
Marine environments/ecosystems	may be - marsh - reef - river estuarine - lagoon estuarine - beach - rock platform - mangrove
Informal and formal research	may include - talking and listening to local experts and personalities - talking and listening to traditional owners - personal observation/exploration - watching Television, videos and films - listening to radio - browsing the web - reading newspapers, book and other references - membership of professional associations - undertaking formal study - community groups (eg historical societies)
Knowledge requirements	will vary according to - the area of specialisation - local workplace conditions - local needs
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 required to research and update the specialised information on marine environments required by some guides - 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 - demonstrate knowledge of marine environments as specified in the Evidence Guide and to a level of depth and familiarity sufficient to - develop a coherent and interesting interpretation for customers - answer the typical questions asked by customers on the given topic - ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THTFTG06A Prepare and present tour commentaries or 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 knowledge and skills	- Required knowledge - Relationship between the guide's interpretation of knowledge and the quality of the customer experience - Research techniques for acquiring and maintaining current knowledge of a specialised topic - Sources of information on the local marine environment - Key marine environments of tourism interest within a local area and their general characteristics (eg reef, coastal, beach, estuarine) including fishing, types of boats and ships and their impact on the environment - Key ecological terminology - Key concepts of ecology including biotic and physical factors, populations, biodiversity and abundance, food web, community relations, life cycles, succession, zonation, carbon cycle, water cycle, energy flow and nutrient cycle - Interrelationships between parts of the eco-system in a marine context - Developmental processes related to the formation of different local marine environments and biogeography - Major species of animals and plant life within the local marine environment including - nature of the species and where it is found - role of individual species within the ecosystem - characteristics - commonalities

	▪ interactions between species and with the environment ▪ nutrition and life cycles ▪ potentially hazardous marine organisms ○ Environmental influences that affect the local marine environment, including climate ○ Nature of human impacts on the local marine environment, including positive and negative tourism impacts ○ Management and catchment management regimes for local marine environments including relevant authorities and codes of practice ○ Australian indigenous perspective on the local marine environment ○ Specific safety and minimal impact issues for visitors to the local marine environment • Required skills ○ Identification techniques for flora and fauna
Resource implications	• Physical resources - assessment of this competency required access to ○ resources appropriate for this unit • Human resources - assessment of this competency will require ○ a customer group (of appropriate size and nature for the local workplace) ○ human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or perhaps 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 a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ demonstration of knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment, eg, on a beach or in a boat ○ interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared ○ presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts • This unit of competency should be assessed through the 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 • Assessment methods must be chosen to ensure that the application of knowledge to guiding and interpretive activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills. The following examples are appropriate for this unit ○ direct observation of the candidate using knowledge to deliver an interpretive commentary or activity ○ questioning of group members on their response to the candidate's breadth of knowledge and ability to deliver that knowledge in an interesting way ○ review of research portfolio to assess the candidate's ability to research current and accurate information ○ oral and written questions to assess the way in which the research process has been used ○ oral or written questions to assess key knowledge detailed in the Evidence Guide ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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
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 - Reviewing a new publication to access ideas for commentaries or interpretive activities • Communicating ideas and information - Developing an activity for children to enhance understanding of marine animal behaviour • Planning and organising activities - Developing an information reference and updating system • Working with teams and others - Discussing changing customer trends and interests with fellow guides • Using mathematical ideas and techniques - Not applicable • Solving problems - Resolving a situation where two sources provide conflicting information • Using technology - Using the Internet to access current information on a given topic or location Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

THTFTG14A	PREPARE SPECIALISED INTERPRETIVE CONTENT (CULTURAL AND HERITAGE ENVIRONMENTS)
INT	Interpretation

DESCRIPTION: This unit describes the skills and knowledge required to research and update the specialised information required by some guides. For example, guides who work in cultural centres will require specific information related to the centre's cultural focus. General knowledge, eg, about Australia and a given region, is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides. The essential knowledge for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.

This unit must be assessed with the following unit. This unit describes the skills and knowledge that are essential to this unit of competence: THTFTG06A Prepare and present tour commentaries or activities.

This unit also underpins effective performance in all other guiding units and combined assessment and/or training with those units is strongly recommended to avoid an inappropriate focus on assessment of bodies of knowledge unrelated to the needs of customers.

ELEMENT	PERFORMANCE CRITERIA
1 Research specialised information for presentation	1.1 Identify correctly the key sources of information on a specialised topic 1.2 Use formal and informal research techniques correctly and appropriately to access current, accurate and relevant information on a specialised topic 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues 1.4 Make subjects of potential customer interest the focus of research activities
2 Prepare specialised information for guiding activities	2.1 Organise information in a manner which reflects the need of customers and the way in which information may be presented during a guiding or interpretive activity 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs
3 Update knowledge of specialised information	3.1 Identify and use opportunities to maintain current knowledge about a specialised topic 3.2 Incorporate updated knowledge into day-to-day guiding activities

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
Informal and formal research	may include • talking and listening to local experts • talking and listening to traditional owners • personal observation/exploration • watching Television, videos and film • listening to radio • browsing the web • reading newspapers, books and other references • membership of professional associations • undertaking formal study • community groups (eg historical societies)
Cultural/Heritage Environments	may be natural or built and may include • museums • historic theme parks • art galleries • aboriginal art or occupation sites • cultural centres • heritage trails • historic localities or regions • pre-historic/fossil sites
Knowledge requirements	will vary according to • the area of specialisation • local workplace conditions • local needs
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 required to research and update the specialised information on cultural and heritage environments required by some guides - 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 - demonstrate knowledge of one or more cultural/heritage environments as specified in the Evidence Guide and to a level of depth and familiarity sufficient to - develop a coherent and interesting interpretation for customers - answer the typical questions asked by customers on the given topic - source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - THTFTG06A Prepare and present tour commentaries or 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 knowledge and skills	- Required knowledge - Relationship between the guide's interpretation of knowledge and the quality of the customer experience - Research techniques for acquiring and maintaining current knowledge of a specialised topic - Detailed knowledge of a specific environment of visitor interest to a level of depth sufficient to provide a guided tour of the environment, including - how the environment developed/evolved - historically and culturally significant features of the environment, including details of any exhibits, displays or performances - individuals associated within the local community, both past and present - relationship of the specific environment to the past/current Australian culture and history - nature and extent of visitation to the environment - current management and operating details for the environment - Required skills - Nil
Resource implications	- Physical resources - assessment of this competency requires access to - resources appropriate for this unit - Human resources - assessment of this competency will require

	○ a customer group (of appropriate size and nature for the local workplace) ○ 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 a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • Assessment must ensure ○ demonstration of knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment (within a cultural centre, gallery, national park) ○ interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared ○ presentation of activity or commentary on more than one topic and within more than one environment to ensure the knowledge and skills can be adapted to different guiding contexts • Assessment methods must be chosen to ensure that the application of knowledge to guiding and interpretive activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills ○ direct observation of the candidate using knowledge to deliver an interpretive commentary or activity ○ questioning of group members on their response to the candidate's breadth of knowledge and ability to deliver that knowledge in an interesting way ○ review of research portfolio to assess the candidate's ability to research current and accurate information ○ oral and written questions to assess the way in which the research process has been used ○ oral or written questions to assess key knowledge detailed in the Evidence Guide ○ review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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
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 - Reviewing original historical documentation to assess how it may be used in a customer activity • Communicating ideas and information - Integrating information into a commentary or interpretive activity • Planning and organising activities - Developing an information reference and updating system • Working with teams and others - Discussing changing customer trends and interests with fellow guides • Using mathematical ideas and techniques - Not applicable • Solving problems - Resolving a situation where two sources provide conflicting information • Using technology - Using the Internet to access current information on a given topic or location Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

KAYAKING

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SROKYK001A	DEMONSTRATE SIMPLE KAYAKING SKILLS
KYK	Kayaking

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

This unit covers the knowledge and skills required to undertake a kayaking activity under supervision and to develop the ability to control and manoeuvre a kayak in controlled conditions.

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 kayak 1.3 Assess kayak 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 kayak	3.1 Enter and exit the kayak whilst maintaining stability and in an efficient manner
4 Manoeuvre the kayak in controlled conditions	4.1 Direct the kayak in a controlled manner 4.2 Demonstrate efficiency of strokes whilst directing the kayak 4.3 Use effectively the rudder, if fitted
5 Apply capsize procedures	5.1 Exit the kayak in a controlled manner following capsize 5.2 Recover paddles and other equipment 5.3 Manoeuvre the upturned kayak to shore or to rescue craft 5.4 Empty water from the kayak at the shore or with assistance from rescuers 5.5 Re-enter or bring the kayak ashore 5.6 Demonstrate deep water re-entry techniques
6 Secure kayak	6.1 Demonstrate suitable methods to secure the kayak to the bank/shore 6.2 Secure the kayak, 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 categories] - closed and open kayaks - estuary kayaks
Direct	[all categories] - means to - move the kayak 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 (if applicable) • 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
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 knowledge of correct use of kayaking equipment and an understanding of the basic 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 control, manoeuvre and direct a kayak 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 double kayaks 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 - Construction features of craft and equipment - different paddle types - types of craft - 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 (PFD) 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

	○ suitable body of water in controlled conditions ○ kayak ○ paddle ○ personal flotation device (PFD) ○ spraydeck ○ first aid kit ○ ropes/tie down straps ○ food and water • 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 SROKYK002A ○ 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 obstacles, paddling conditions and equipment requirements, 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 kayak in controlled conditions
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a kayaking activity in suitable 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 - Kayaking in groups for safety • Using mathematical ideas and techniques - Using concept of vertical paddle to move kayak sideways • Solving problems - Maintaining balance whilst paddling • Using technology - Using a paddle to control kayak Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYK002A	DEMONSTRATE SIMPLE KAYAKING SKILLS TO A HIGH STANDARD
KYK	Kayaking

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

This unit covers the knowledge and skills required to paddle a kayak in controlled conditions to a high standard of technical correctness.

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 kayak 1.3 Assess kayak 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 kayak	3.1 Enter and exit kayak 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 kayak in controlled conditions	5.1 Direct the kayak in a controlled manner 5.2 Demonstrate efficiency of strokes whilst directing the kayak
6 Apply capsize procedures	6.1 Exit the kayak in a controlled manner following capsize 6.2 Recover paddles and other equipment 6.3 Manoeuvre the upturned kayak to shore or to rescue craft 6.4 Empty water from the kayak at the shore or with assistance from rescuers 6.5 Re-enter the kayak or bring ashore 6.6 Demonstrate deep water re-entry techniques
7 Secure kayak	7.1 Demonstrate suitable methods of securing the kayak to the bank/shore 7.2 Secure, where appropriate, the kayak 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 - length of trip - transport - 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 kayaks - estuary kayaks
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 • 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 ○ 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 • high support strokes (with safe technique)

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 kayaking 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 kayak in controlled conditions, demonstrating technically correct use of the strokes within the range applicable to kayaks paddled and a high standard of paddling ability • In particular, assessment must confirm the ability to maintain control of the kayak at all times when performing all the manoeuvres and strokes, as specified in the variables, that are applicable to the kayak • 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 double kayaks 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) ○ SROKYK001A Demonstrate simple kayaking 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 (PFD) ○ Construction features of craft and equipment, eg, different paddle types and types of craft, personal floatation device (PFD) 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 body of water with controlled conditions ○ kayak ○ paddle ○ personal flotation device (PFD) ○ spraydeck ○ suitable personal clothing ○ navigation equipment ○ ropes/tie down straps ○ first aid kit ○ food and water • 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., SROKYK003A ○ be competent, as a minimum, in the units SRXFAD001A SRXRIK01A and SRXEMR01A 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 equipment, 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 kayak 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 an actual/real kayaking 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 - Paddling in groups for safety • Using mathematical ideas and techniques - Using concept of vertical paddle to move kayak sideways • Solving problems - Maintaining balance whilst paddling • Using technology - Using a paddle to control kayak Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYK003A	APPLY INLAND KAYAKING SKILLS ON GRADE 2 WATER
KYK	Kayaking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.
This unit covers the knowledge and skills required to control a kayak on Grade 2 water.

ELEMENT	PERFORMANCE CRITERIA
1 Select and use white water kayaking 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 kayak 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 kayak whilst maintaining stability and in an efficient manner
4 Control the kayak 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 kayak 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 kayak using the paddle to prevent capsize when necessary 4.5 Apply knowledge of suitable hydrological features , where possible, to assist control or move the kayak
5 Plan and run a route through a rapid	5.1 Scout a rapid to identify hazards, hydrological features and impediments and to select the 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 kayak 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 kayak to shore or to rescue craft

	7.4 Empty water from the kayak on the shore or with assistance from rescuers 7.5 Re-enter the kayak in an eddy or bring ashore
8 Roll a kayak in Grade 2 water	8.1 Describe rolling techniques appropriate for Grade 2 water 8.2 Maintain calm whilst upside down in kayak on Grade 2 water 8.3 Perform confidently and reliably a roll in Grade 2 water 8.4 Regain paddling position promptly on completion of roll

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 • transport • 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] • kayak • paddle • helmet • personal floatation device (PFD) • sprayskirt • food • clothing • wetsuits (if applicable) • footwear • safety and rescue equipment • navigation 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 • throwbags • tape slings • paddle clamp • Prusik loops • pulleys • 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 • high and low support strokes
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 kayak paddled - Assessment must confirm the ability to apply knowledge of hydrology to manoeuvre the kayak 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 kayak 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 kayak, 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 double kayaks 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) - SROKYK002A Perform simple canoeing skills to a high standard - 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 ○ River reading skills ○ Rolling ability ○ Simple paddling skills to a high standard of technical correctness ○ 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 2 rapids ○ kayak ○ paddle ○ spraydeck ○ personal flotation device (PFD) ○ helmet ○ suitable personal clothing ○ throw bag ○ rescue equipment ○ navigation equipment ○ repair kit ○ waterproofing system ○ first aid kit ○ food and water • 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., SROKYK004A ○ 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 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 kayaking activity on suitable Grade 2 rivers • 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/sections • 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.						

SROKYK004A	APPLY INLAND KAYAKING SKILLS ON GRADE 3 WATER
KYK	Kayaking

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

This unit covers the knowledge and skills required to control a kayak on Grade 3 water and above.

ELEMENT	PERFORMANCE CRITERIA
1 Select and use white water kayaking 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 kayak 1.3 Assess the kayak 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
3 Embark and disembark	3.1 Enter and exit the kayak whilst maintaining stability and in an efficient manner
4 Control the kayak 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 kayak facing upstream and downstream using forward and reverse ferry glides 4.3 Negotiate or avoid hazards are negotiated or avoided using a combination of strokes and techniques 4.4 Support the kayak 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 kayak
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 planning of contingency exit points for group 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 kayak 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 kayak to shore or to rescue craft 7.5 Empty water from the kayak on the shore or with assistance from rescuers 7.6 Re-enter the kayak in an eddy or bring ashore
8 Roll a kayak in Grade 3 water	8.1 Demonstrate a roll, on both sides, 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 • transport • river water level • size of group • likely escape/evacuation route • transport
Embarkation /disembarkation	[all categories] • may occur ○ in eddies ○ in moving water ○ from a bank ○ ledge
Equipment	[all categories] • kayak • paddle • helmet • personal flotation device (PFD) • sprayskirt • food and water • navigation equipment • clothing • wetsuits • footwear • safety and rescue equipment
Hazards	[all categories]

	• tree branches • rocks • drops • stoppers • strainers • manmade objects • wire fences • other craft • wrap rocks • sieves • undercuts
Hydrological features	[all categories] • rapids • pools • eddies • eddy lines • current • tongue • channel • 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 • 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 • low and high support strokes
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 • 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 kayak 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 kayak 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 kayak, 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 double kayaks 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) ○ SROKYK003A Apply inland kayaking 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 ○ Ability to perform effective roll on Grade 3 water ○ 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 3 rapids ○ kayak ○ paddle ○ spraydeck ○ personal flotation device (PFD) ○ helmet ○ suitable personal clothing ○ throw bag ○ rescue equipment ○ navigation equipment ○ repair kit ○ first aid kit ○ food and water • 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 strokes, 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 kayaking activity on suitable Grade 3 rivers • 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.						

SROKYK005A	GUIDE KAYAKING TRIPS ON FLAT AND UNDEMANDING WATER
KYK	Kayaking

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 kayaking 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 kayak 1.3 Assess kayaks 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 kayak 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 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 kayaks 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 • paddle signals
Contextual issues	[all categories] • time of day • season • weather • type of kayak • 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 or helmet • appropriate clothing • rescue equipment • first aid kit
Hazard/	[all categories relevant to location] • rocks • waves • manmade objects • tree branches • other craft

Kayak	[one category] • closed kayaks (single and double) • sit-on-top kayaks (single and double)
Safety and rescue equipment	[all categories] • 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 kayak 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 kayaking 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 kayaking 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) ○ SROKYK002A 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 ○ Legislation, rules, codes of practice, quality standards, etc ○ Methods/procedures/techniques ▪ operational ▪ maintenance/repair ▪ safety ▪ recording ▪ reporting ▪ selling ▪ merchandising ○ Safety ▪ hazards ▪ precautions ▪ hazard prevention/minimisation strategies

	▪ risk management strategies ▪ first aid ▪ medical emergency procedures ○ 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 ○ Local knowledge • Required skills ○ Personal paddling skills to a high level of technical correctness on flat and undemanding water ○ Swimming ability in paddling gear ○ Use of rescue equipment ○ Stowing and waterproofing gear ○ First aid skills appropriate to location ○ Communication ○ Navigation ○ Client handling
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a body of flat and undemanding water ○ kayak ○ paddle ○ spraydeck ○ personal flotation device (PFD) ○ helmet (if applicable) ○ suitable personal clothing ○ first aid kit ○ navigation equipment ○ rescue equipment ○ organisation policies and procedures ○ food and water • 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., SROKYK007A ○ 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 kayaking 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 a kayaking activity and must be demonstrated whilst guiding kayaking trips with real clients on flat and undemanding 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 points 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/incidents 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.						

SROKYK006A	INSTRUCT KAYAKING SKILLS ON FLAT AND UNDEMANDING WATER
KYK	Kayaking

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 kayaking activity on flat and undemanding water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to kayaking 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 kayaking on flat and undemanding water 6.3 Identify minimal impact practices appropriate to kayaking 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 kayaking 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 kayaking activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to kayaking 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 kayaking on flat and undemanding water 7.4 Demonstrate rescue techniques specific to kayaking 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 kayaking 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 kayaking knowledge (for flat and undemanding water)	9.1 Inform clients of locations, suitable to their skill level, for participating in kayaking 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 kayaking 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] • kayak • paddle • personal flotation device (PFD) • helmet (if applicable) • safety equipment (including first aid kits) • repair equipment • kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking 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 ▪ SROKYK002A 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 kayaking ▪ 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 kayaking skills on flat and undemanding water • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing kayaking on flat and undemanding water ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Kayaking 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 kayaking instructional sessions ○ kayaking equipment ▪ kayak ▪ paddle ▪ personal flotation device (PFD) ▪ helmet ▪ spraydeck ○ suitable personal clothing ○ first aid kit ○ rescue equipment (throw bag, tow line) ○ 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 but preferably be competent in the unit at the level above, i.e., SROKYK008A ○ 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 kayaking 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 kayaking activity with a range of clients (not peers), on flat and undemanding 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.						

SROKYK007A	GUIDE KAYAKING TRIPS ON GRADE 2 WATER
KYK	Kayaking

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 kayaking 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 kayak 1.3 Assess kayaks 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 kayak 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 kayaks 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
Communication	[all categories] • verbal • whistles • hand signals • paddle signals
Contextual issues	[all categories] • time of day • season • weather • type of kayak • 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 • hat or helmet • appropriate clothing • rescue equipment • first aid kit
Hazard/s	[all categories relevant to location] • rocks • waves • manmade objects • tree branches • other craft • waterfalls

	• weirs • stoppers • strainers • rapids • manmade objects • wire fences • undercuts • sieves • boils
Kayak	[one category] • closed kayaks (single and double) • sit-on-top kayaks (single and double)
Safety and rescue equipment	[all categories] • repair kit • first aid kit • throwbag and/or ropes • knife • whistle • karabiners • tape slings • 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 kayak 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 kayaking 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 kayaking 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) - SROKYK003A Apply complex inland kayaking skills on Grade 2 water - SROCNE003A Perform deep water rescues - SROWWR002B Perform white water rescues and recoveries - 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) - SROOPS006B Use and maintain a temporary or overnight site
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 - Safety - hazards - precautions - hazard prevention/minimisation strategies - risk management strategies

	▪ first aid ▪ medical emergency procedures ○ 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 ○ Local knowledge • Required skills ○ Personal paddling skills to a high level of technical correctness on Grade 2 water ○ Swimming ability in paddling gear ○ Use of rescue equipment ○ Stowing and waterproofing gear ○ International river signals ○ First aid skills appropriate to location ○ Communication ○ Navigation ○ Client handling ○ River reading skills ○ Rolling skills
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a body graded water ○ kayak ○ paddle ○ spraydeck ○ personal flotation device (PFD) ○ helmet ○ suitable personal clothing ○ first aid kit ○ navigation equipment ○ rescue equipment ○ organisation policies and procedures ○ food and water • 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., SROKYK009A ○ 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 kayaking 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 a kayaking activity whilst guiding kayaking trips with real clients on 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 points 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/incidents 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.						

SROKYK008A	INSTRUCT KAYAKING SKILLS ON GRADE 2 WATER
KYK	Kayaking

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 kayaking activity on Grade 2 water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to kayaking 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 kayaking on graded water 6.3 Identify minimal impact practices appropriate to kayaking 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 kayaking on graded water, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a white water kayaking activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to kayaking 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 kayaking on graded water 7.4 Demonstrate rescue techniques specific to kayaking 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 kayaking 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 kayaking knowledge for Grade 2 water	9.1 Inform clients of locations, suitable to their skill level, for participating in kayaking 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 kayaking 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] • kayak • paddle • personal flotation device (PFD) • helmet • safety equipment (including first aid kits) • repair equipment • kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking 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 ○ SROCNE003A Perform deep water rescues ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is ▪ SROKYK003A Apply inland kayaking 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 kayaking ▪ 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 kayaking skills on graded water • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing kayaking on graded water ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Kayaking 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 kayaking instructional sessions ○ kayaking equipment ▪ kayak ▪ paddle ▪ personal flotation device (PFD) ▪ helmet ▪ spraydeck ○ 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 ○ 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., SROKYK010A ○ 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 kayaking skills on Grade 2 water
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a kayaking activity 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.						

SROKYK009A	GUIDE KAYAKING TRIPS ON GRADE 3 WATER
KYK	Kayaking

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 kayaking 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 kayak 1.3 Assess kayaks 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 kayak 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 3.5 Outline procedure following a capsize to group 3.6 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 kayaks 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
Communication	[all categories] • verbal • whistles • hand signals • paddle signals
Contextual issues	[all categories] • time of day • season • weather • type of kayak • 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 • hat or helmet • appropriate clothing • rescue equipment • first aid kit
Hazard/s	[all categories relevant to location] • rocks • waves • manmade objects • tree branches • other craft • waterfalls

	• weirs • stoppers • strainers • rapids • manmade objects • wire fences • undercuts • sieves • boils
Kayak	[one category] • closed kayaks (single and double) • sit-on-top kayaks (single and double)
Safety and rescue equipment	[all categories] • repair kit • first aid kit • throwbag and/or ropes • knife • whistle • karabiners • tape slings • 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 kayak 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 kayaking 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 kayaking 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) ○ SROKYK004A Apply inland kayaking skills on Grade 3 water ○ SRXRIK001A Undertake risk analysis of activities ○ SROWWR003B Perform a comprehensive range of white water rescues and recoveries ○ 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 ○ Legislation, rules, codes of practice, quality standards, etc ○ Methods/procedures/techniques ▪ operational ▪ maintenance/repair ▪ safety ▪ recording ▪ reporting ▪ selling ▪ merchandising ○ Safety ▪ hazards ▪ precautions ▪ hazard prevention/minimisation strategies ▪ risk management strategies

	▪ first aid ▪ medical emergency procedures ○ 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 ○ Local knowledge • Required skills ○ Personal paddling skills to a high level of technical correctness on Grade 3 water ○ Swimming ability in paddling gear ○ Use of rescue equipment ○ Stowing and waterproofing gear ○ International river signals ○ First aid skills appropriate to location ○ Communication ○ Navigation ○ Client handling ○ River reading skills ○ Rolling skills
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a body Grade 3 water ○ kayak ○ paddle ○ spraydeck ○ personal flotation device (PFD) ○ helmet ○ suitable personal clothing ○ first aid kit ○ navigation equipment ○ rescue equipment ○ organisation policies and procedures ○ food and water • 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 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 kayaking 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 a kayaking activity whilst guiding kayaking trips with real clients on 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 points 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/incidents 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.						

SROKYK010A	INSTRUCT KAYAKING SKILLS ON GRADE 3 WATER
KYK	Kayaking

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 kayaking activity on Grade 3 water conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to kayaking 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 kayaking on graded water 6.3 Identify minimal impact practices appropriate to kayaking 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 kayaking on graded water, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a white water kayaking activity	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to kayaking 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 kayaking on graded water 7.4 Demonstrate rescue techniques specific to kayaking 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 kayaking 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 kayaking knowledge for Grade 3 water	9.1 Inform clients of locations, suitable to their skill level, for participating in kayaking 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 kayaking 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] • kayak • paddle • personal flotation device (PFD) • helmet • safety equipment (including first aid kits) • repair equipment • kayaking 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 kayaking 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 kayaking 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 kayaking 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 kayaking 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 - SROKYK004A Apply inland kayaking 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 kayaking - 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 kayaking skills on graded water • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing kayaking on graded water ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Kayaking 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 kayaking instructional sessions ○ kayaking equipment ▪ kayak ▪ paddle ▪ personal flotation device (PFD) ▪ helmet ▪ spraydeck ○ 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 ○ 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) should ○ 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 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 kayaking 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 kayaking 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.						

SEA KAYAKING

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SROKYS001A	DEMONSTRATE SIMPLE SEA KAYAKING SKILLS
KYS	Sea kayaking

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

This unit covers the knowledge and skills required to undertake a sea kayaking activity under supervision and to develop the ability to control and manoeuvre a craft in controlled conditions.

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 craft 1.3 Assess craft 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 craft	3.1 Enter and exit the craft whilst maintaining stability and in an efficient manner
4 Manoeuvre the craft in controlled conditions	4.1 Direct the craft in a controlled manner 4.2 Demonstrate efficiency of strokes whilst directing the craft
5 Apply capsize procedures	5.1 Exit the craft in a controlled manner following capsize 5.2 Recover paddles and other equipment 5.3 Manoeuvre the upturned craft to shore or to rescue craft 5.4 Empty water from the craft at the shore or with assistance from rescuers 5.5 Re-enter or bring the craft ashore 5.6 Demonstrate deep water re-entry techniques
6 Secure craft	6.1 Demonstrate suitable methods to secure the craft to the bank/shore 6.2 Secure the craft , 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 - transport - length of trip - personal requirements - safety requirements - water level
Controlled conditions	[all categories] - winds no more than 10knots/19kmh - seas less than 1.0 metre - surf no higher than 0.5 metre
Craft	[one categories] - sea kayaks (single or double) - estuary kayaks
Directed	[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 - on shelving sandy beaches - from rocks
Equipment	[all categories]

	• personal flotation device (PFD) • paddle • first aid kit • spraydeck/spray skirt • wet suit (if appropriate) • footwear • hat • appropriate clothing
Knots	[two categories] • truckies hitch • clove hitch • bowline • sheet bend • 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 ○ 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 sea kayaking equipment and an understanding of the basic concepts of each stroke and its use, within the range applicable to sea kayaking - 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 sea kayak in controlled conditions using the applicable range of strokes. (The manoeuvres, direction and strokes are as specified in the Range Statements). 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 double sea kayaks 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, types of craft, personal floatation device (PFD) 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 or 3 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 - sea kayak

	○ paddle ○ personal flotation device (PFD) ○ spraydeck ○ suitable personal clothing ○ first aid kit ○ food and water • 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 SROKYS002A ○ 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 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 sea kayak in controlled conditions
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of an actual sea kayaking on suitable 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 - Paddling in group for safety • Using mathematical ideas and techniques - Calculating sufficient food and water for the activity • Solving problems - Demonstrating methods of keeping vital gear dry • Using technology - Using a rope system to secure a kayak to a trailer Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYS002A	DEMONSTRATE SIMPLE SEA KAYAKING SKILLS TO A HIGH STANDARD
KYS	Sea kayaking

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

This unit deals covers the knowledge and skills required to paddle a sea kayak in controlled conditions to a high standard of technical correctness.

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 craft 1.3 Assess craft 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 craft	3.1 Enter and exit craft whilst maintaining stability and in an efficient manner
4 Manoeuvre the craft in controlled conditions	4.1 Direct the craft in a controlled manner 4.2 Demonstrate efficiency of strokes whilst directing the craft
5 Apply navigation skills	5.1 Demonstrate navigation skills to determine location and follow planned route/course during the activity
6 Apply capsize procedures	6.1 Exit the craft in a controlled manner following capsize 6.2 Recover paddles and other equipment 6.3 Manoeuvre the upturned craft to shore or to rescue craft 6.4 Empty water from the craft at the shore or with assistance from rescuers 6.5 Re-enter the craft or bring ashore 6.6 Demonstrate deep water re-entry techniques
7 Secure craft	7.1 Demonstrate suitable methods 7.2 Secure the craft , 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 - weather - season - type of craft - length of trip - transport - personal requirements - safety requirements - water level
Controlled conditions	[all categories] - winds no more than 10 knots/19 km/h - seas less than 1.0 metre - surf no higher than 0.5 metre
Craft	[one category] - sea kayaks (double or single) - estuary kayaks
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 • wet suit • first aid kit • footwear • hat • navigation equipment • clothing
Knots	[two categories] • truckies hitch • clove hitch • bowline • sheet bend • fisherman's knot
Methods	[all categories] • use of painter lines (where appropriate) and knots • pulling craft onto bank/shore
Strokes	[all categories] • forward and reverse paddle • forward and reverse sweeps • draw strokes • bow draw strokes • low support strokes • stern rudder • high support 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 sea kayaking equipment and an understanding of the concepts of each stroke and its use, within the range applicable to sea kayaking 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 paddle the sea kayak in controlled conditions, demonstrating technically correct use of the strokes within the range applicable to craft paddled and a high standard of paddling ability - In particular, assessment must confirm the ability to maintain control of the sea kayak at all times when performing all the manoeuvres and strokes, as specified in the variables, that are applicable to the craft - 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 double sea kayaks 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) - SROKYS001A 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
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, different types of craft, personal flotation device (PFD) 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 or 3 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 body of water with controlled conditions ○ appropriate sea kayak ○ paddle ○ spraydeck ○ personal flotation device (PFD) ○ first aid kit ○ food and water resources ○ personal protective clothing appropriate to the location and conditions ○ rescue 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., SROKYS003A ○ 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 equipment, 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 sea kayak 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 sea kayaking 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 - Paddling in a safe group • Using mathematical ideas and techniques - Applying bearings to direction of travel • Solving problems - Demonstrating methods of keeping vital gear dry • Using technology - Using a compass to determine directions Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYS003A	APPLY SEA KAYAKING SKILLS IN MODERATE CONDITIONS
KYS	Sea kayaking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package. This unit covers the knowledge and skills required to control a sea kayak in moderate conditions.

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 sea kayak 1.3 Assess sea kayak 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	3.1 Enter and exit the craft whilst maintaining stability and in an efficient manner
4 Control the craft in moderate sea conditions	4.1 Apply efficient paddling technique to manoeuvre the craft across, into and down wind 4.2 Use waves and sea conditions to assist in turning the craft 4.3 Support the craft with appropriate bracing, when required 4.4 Demonstrate efficient use of the retractable fin or rudder, if fitted 4.5 Apply suitable stroke and technique to move the craft sideways 4.6 Manoeuvre the craft into form a raft, when required, and disperse from raft efficiently and effectively
5 Plan and conduct a sea kayak trip	5.1 Plan a trip appropriate to the skill level and include contingency plans 5.2 Assess weather and sea conditions for the time and location of the trip 5.3 Prepare personal requirements after consideration of contextual issues 5.4 Select and check equipment 5.5 Assess, minimise or eliminate risks and hazards , where possible
6 Apply capsize procedures	6.1 Exit the craft in a controlled manner following a capsize or perform a roll 6.2 Demonstrate safe and efficient deep water rescue procedures in difficult conditions
7 Roll a sea kayak in surf of up to one metre in height	7.1 Explain rolling technique appropriate to a sea kayak 7.2 Maintain calm while upside down in the sea kayak in surf 7.3 Complete rolls confidently and reliably 7.4 Regain paddling position promptly, on completion of roll
8 Demonstrate	8.1 Identify the information which a sea chart contains

navigational skills in all conditions on a sea kayak trip	8.2 Calculate times and distances for the legs of a sea kayak journey 8.3 Demonstrate map reading skills on open water 8.4 Take a navigational fix from known landmarks using a map and compass 8.5 Follow a bearing, allowing for wind and sea conditions
9 Demonstrate skills for reading the weather and sea	9.1 Explain the dynamics of surf and wave formation and apply knowledge to the paddling trip 9.2 Demonstrate knowledge of the effects of tide, current, wind and any local conditions 9.3 Explain the effects of wind and sea conditions on the sea kayak 9.4 Recognise life-threatening weather signs and make paddling decisions accordingly 9.5 Demonstrate awareness of hazards, their possible effect on the kayak and demonstrate methods for avoiding them 9.6 Make a choice as to when to be on or off the water and justify the decision in terms of safety to self

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] • weather and sea conditions • paddling ability • time of year • transport • location • trip duration
Deep water rescue procedures	[all categories] • towing a rescuee (with and without support) • being towed as a rescuee • rolling • capsize and rescues, as rescuer and rescuee
Embark and disembark	[all categories] • in small surf ○ forwards ○ sideways ○ reverse
Equipment	[all categories] • kayak • paddle • spraycover • personal flotation devices (PFD) • sprayskirt • spare paddle system • pump or self bailer capable of "no hands" operation with sponge as backup • towline • paddle park or leash • navigation equipment
Hazards	[all categories] • may include but not limited to ○ rocks ○ rips ○ sharks ○ storms

	○ wind ○ waves ○ other craft
Moderate sea conditions	• areas where the coastline may be simple, not involving overfalls, tidal races, difficult landings or open crossings and ○ minimum winds of 7-10 knots (12-19 km/h) ○ breaking waves (up to 1.0 m) ○ small surf (0.5 to 1.0 m)
Paddling techniques	[all categories] • forward and reverse strokes • sweep strokes • draw strokes • support strokes • using boat lean and wave crests
Personal requirements	[all categories] • food • clothing • water • repair kit • safety equipment ○ flares ○ Emergency Position Indicating Radio Beacon ○ communication equipment ○ Global Positioning System • camping equipment • rescue equipment (tow lines, spare paddle) • waterproof containers • sun protection • compass and charts • torch • first aid kit
Risks	[all categories] • dehydration • hypothermia • sunburn • sunstroke • injury • drowning • separation from paddling group, whole group or individual party member lost
Trip	• several hours (at least 3 hours) • a day

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 sea kayaking equipment required for paddling in moderate conditions • Assessment of performance should be over a minimum of three (3) different occasions covering the prescribed number of categories from the Range Statements • In particular, assessment must confirm the ability to ○ apply knowledge and skills to control the craft in wind strengths of a minimum of force 3 (10-12 km/hr) and with waves of up to a metre ○ paddle in areas where the coastline may be simple, not having overfalls, tidal races, difficult landings or open crossings ○ paddle in different locations, involving trips of at least 3 hours in the specified prevailing conditions ○ perform and participate in rescues in the prevailing conditions ○ select and use appropriate equipment for the conditions
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROKYS002A Demonstrate simple sea kayaking skills to a high standard ○ SROCNE003A Perform deep water rescues • This unit must be assessed in conjunction with the following unit(s) ○ SROKYS005A Plan and navigate a sea kayaking inshore passage • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ PUAOPEO02A Operate communication system and equipment ○ SROOPS007A Interpret weather for marine environments
Required knowledge and skills	• Required knowledge ○ Equipment requirements for sea journeys ○ Safety precautions, safety equipment and its use ○ Waterproofing and packing of sea kayak ○ Coastal navigation, chart reading and compass use ○ Local waters and conditions ○ Local rescue services ○ Effect of tides, currents and wind ○ Use of tide tables ○ Weather interpretation and local forecast services ○ Rescue procedures ○ Radio networks and communication devices • Required skills ○ First aid ○ Paddling skills ○ Ability to swim 100m in paddling clothing and personal flotation device (PFD) ○ Ability to swim under a kayak and surface on the other side ○ Rolling skills ○ Coastal navigation
Resource implications	• Physical resources - assessment of this unit of competency requires access to

	○ locations for sea kayaking ○ sea kayak ○ paddle ○ personal flotation device (PFD) ○ spraydeck ○ suitable personal clothing ○ navigation equipment ○ first equipment ○ food and water ● 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., SROKYS004A ○ 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 risks, personal requirements, equipment, contextual issues and deep water rescue procedures, 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 controlling the sea kayak in wind strengths of a minimum of force 3 (10-12 km/hr) and with waves of up to a metre
Context for assessment	● For valid and reliable assessment this unit of competency must be assessed in the context of a sea kayaking activity in suitable 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
2	2	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 - Obtaining complex information on weather, wind and tides for journey • Communicating ideas and information - Communicate intentions to group if weather changes • Planning and organising activities - Planning voyage route and stop/rest points • Working with teams and others - Maintaining good group proximity for safety reasons • Using mathematical ideas and techniques - Plotting positions and following a bearing • Solving problems - Applying navigation skills in times of poor visibility • Using technology - Using a Global Positioning System (GPS) Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYS004A	APPLY SEA KAYAKING SKILLS IN DIFFICULT CONDITIONS
KYS	Sea kayaking

DESCRIPTION: This unit has been developed for the Outdoor Recreation Industry Training Package.
This unit covers the knowledge and skills required to control a sea kayak in difficult conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Select equipment	1.1 Select equipment after consideration of contextual issues and check equipment to ensure that it is in good working condition 1.2 Fit and adjust equipment correctly and ensure suitability to the paddler and sea kayak 1.3 Assess sea kayak 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	3.1 Enter and exit the craft whilst maintaining stability and in an efficient manner
4 Control the craft in difficult sea conditions	4.1 Apply efficient paddling technique to manoeuvre the craft across, into and down wind 4.2 Use waves and sea conditions to assist in turning the craft 4.3 Support the craft with appropriate bracing, when required 4.4 Demonstrate efficient use of the retractable fin or rudder, if fitted 4.5 Demonstrate suitable stroke and technique to move the craft sideways
5 Plan and conduct a sea kayak trip	5.1 Plan a trip appropriate to the skill level and include contingency plans 5.2 Assess weather and sea conditions for the time and location of the trip 5.3 Prepare personal requirements after consideration of contextual issues 5.4 Select and check equipment is selected and checked 5.5 Assess, minimise or eliminate risks and hazards , where possible
6 Apply capsize procedures	6.1 Exit the craft is exited in a controlled manner following a capsize or perform a roll 6.2 Demonstrate safe and efficient deep water rescue procedures in difficult sea conditions
7 Roll a sea kayak	7.1 Demonstrate a reliable roll in variable or difficult conditions
8 Demonstrate navigational skills in all conditions on a sea kayak trip	8.1 Identify the information which a sea chart contains 8.2 Calculate times and distances for the legs of a sea kayak journey 8.3 Demonstrate map reading skills in open water 8.4 Take a navigational fix from known landmarks using a map and compass 8.5 Follow a bearing, allowing for wind and sea conditions

9 Demonstrate skills for reading the weather and sea	9.1 Explain the dynamics of surf and wave formation and apply knowledge to the paddling <i>trip</i> 9.2 Demonstrate knowledge of the effects of tide, current, wind and any local conditions 9.3 Identify the effects of wind and sea conditions on the sea kayak 9.4 Recognise life-threatening weather signs and make paddling decisions accordingly 9.5 Demonstrate awareness of hazards, their possible effect on the sea kayak and demonstrate methods for avoiding them 9.6 Make a choice as to when to be on or off the water and justify the decision in terms of safety to self

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
Deep water rescue procedures	[all categories] - towing, both as tower and rescuee (supported and unsupported), single and double tow - rolling - self rescue after leaving the cockpit - rescue with partner, as rescuer and rescuee
Difficult sea conditions	- open crossings with wind speeds of 7-21 knots (12-38 km/hr) - wave heights of at least 1.0m - surf up to 2.0m
Embarkation/disembarkation	[all categories] - may be in breaking waves, including dumping waves - forwards - sideways - reverse - from rock ledges
Equipment	[all categories] - kayak - paddle - spraycover - personal flotation devices (PFD) - sprayskirt - spare paddle system - pump or self bailer capable of "no hands" operation with sponge as backup - towline - paddle park or leash
Paddling techniques	[all categories] - forward and reverse strokes - sweep strokes - draw strokes - support strokes - using boat lean and wave crests
Personal requirements	[all categories]

	• food • clothing • water • repair kit • safety equipment ○ flares ○ Emergency Position Indicating Radio Beacon ○ communication equipment • camping equipment • rescue equipment (tow lines, spare paddle) • waterproof containers • sun protection • compass • charts • first aid kit
Trip	• several hours • a day • extended overnight travel
Contextual issues	[all categories] • weather and sea conditions • paddling ability • time of year • transport • location • duration of trip
Hazards	[all categories] • rocks • rips • sharks • storms • wind • waves • other craft
Risks	[all categories] • dehydration • hypothermia • sunburn • sunstroke • injury • drowning • separation from paddling group, whole group or individual party member lost
Statutory and	[all categories]

organisational procedures	• 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 extensive knowledge of types and use of sea kayaking equipment for difficult conditions, including appropriate safety equipment, 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 this knowledge and appropriate techniques to ◦ paddle in wind speeds of 12-38 km/h(6.5-20 knots) with wave heights of at least 1 metre ◦ paddle on shorter trips with wind speeds greater than 39-49 km/h(21-26 knots) ◦ paddle sea kayaks on trips of at least 5 hours duration that include open crossings where the paddler is committed to a minimum distance of 3 nautical miles from shore ◦ paddle along a no-landing area (cliffs, etc) of at least 7 nautical miles ◦ paddle in a minimum of three different sea areas ◦ plan for and undertake trips involving overnight travel, with at least one journey of a minimum of a week's duration
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ◦ SROKYS003A Apply sea kayaking skills in moderate conditions ◦ 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) ◦ SFISHIP209A Operate marine communications equipment ◦ SROOPS006B Use and maintain a temporary or overnight site
Required knowledge and skills	• Required knowledge ◦ Types of kayaks and equipment, their advantages and disadvantages ◦ Equipment requirements for sea journeys ◦ Equipment repairs and maintenance ◦ Safety and emergency equipment and its use ◦ Health risks/injuries associated with sea kayaking ◦ Waterproofing gear and packing of sea kayak ◦ Use of compass, allowing for variation and coastal navigation features ◦ Local waters and conditions ◦ Local rescue services ◦ Causes of tides and tidal streams and how to allow for them ◦ Effects of currents ◦ Sea conditions and the effects of wind on shelving bottoms, rips, tide races, lee shore and overfalls ◦ Sources of weather information and interpretation of weather forecasts

	○ Rescue procedures ○ Radio networks and communication devices • Required skills ○ First aid ○ Paddling skills ○ Ability to swim 100m in paddling clothing and personal flotation device (PFD) ○ Ability to swim under a kayak and surface on the other side ○ Rolling skills ○ Coastal navigation
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ locations for sea kayaking in open waters ○ sea kayak ○ paddle ○ personal flotation device (PFD) ○ spraydeck ○ suitable personal clothing ○ navigation equipment ○ first aid kit ○ food and water ○ 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, 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 risks, personal requirements, equipment, contextual issues and deep water rescue procedures, this unit of competency must be assessed over a minimum of three (3) different occasions. In order to adequately demonstrate competency, a number of trips of varying duration (up to a week) in different locations, on open seas under moderate to difficult conditions, should be undertaken
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a sea kayaking activity in moderate to difficult 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 - Collecting detailed weather, tide, wind and route information • Communicating ideas and information - Discussing contingency plans should weather turn, mid-voyage • Planning and organising activities - Planning food and water resources • Working with teams and others - Forming a group "raft" to aid stability • Using mathematical ideas and techniques - Calculating direction using compass bearings • Solving problems - Performing a deep water rescue in heavy seas • Using technology - Using a Global Positioning System (GPS) to fix location Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYS005A	PLAN AND NAVIGATE A SEA KAYAKING INSHORE PASSAGE
KYS	Sea kayaking

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

This unit covers the skills and knowledge required to plan and navigate an inshore passage for a sea kayak and determine the kayak's position. This includes the use of coastal navigational charts to plan and conduct the passage and the application of coastal navigational techniques.

ELEMENT	PERFORMANCE CRITERIA
1 Use and care for coastal navigational charts, nautical publications and related documentation	1.1 Handle and use coastal navigational charts, tidal information, nautical publications and related documentation in ways that ensure continued availability, utility and length of life 1.2 Store and maintain navigational charts, tidal information, nautical publications and related documentation in accordance with established procedures and chart/publication publisher's instructions 1.3 Use coastal navigational charts, tidal information, nautical publications, notices to mariners and related documentation for voyage planning and identification of navigation hazards
2 Plan route for inshore voyage	2.1 Identify navigation hazards relevant to a proposed inshore voyage using relevant navigational charts, nautical publications and related documentation 2.2 Determine the route for an inshore voyage, taking due account of identified navigational hazards 2.3 Identify and record critical points along the proposed route of the voyage 2.4 Develop appropriate actions to deal with the identified critical points 2.5 Identify potential navigational contingencies and problems that may occur along the planned inshore route and develop appropriate strategies for dealing with them
3 Conduct an inshore passage	3.1 Observe sea and weather conditions as they apply to the planned inshore sea kayak passage 3.2 Interpret and apply meteorological information and observations of sea and weather conditions to decisions on the sea kayak group's direction 3.3 Interpret and apply Information from navigational method to identify navigational hazards and to fix the sea kayak group's position and to enable decisions to be made concerning the group's direction 3.4 Make required alterations to the sea kayak group's course taking into account prevailing weather and sea conditions, relevant navigational hazards, buoyage, signage and overall passage plan requirements 3.5 Apply alterations to the sea kayak group's course and ensure they are appropriate to prevailing circumstances and conditions, and comply with relevant maritime regulations to minimise risk to the safety of the sea kayak 3.6 Demonstrate that contingencies have been taken into account when planning the trip 3.7 Communicate contingencies with group and discuss changing of plans
4 Fix sea kayak group's position within a limited area	4.1 Select a primary position fixing technique in accordance with prevailing conditions 4.2 Fix position using the selected method using information derived from relevant navigational system 4.3 Make checks for random, instrument, system and data errors and make appropriate corrections and allowances to derived courses and bearings

	4.4 <i>Use instrumentation and equipment for navigation and fixing a sea kayak's position</i> 4.5 Apply time interval between fixes appropriate to the prevailing navigational conditions 4.6 Demonstrate regular verification of primary <i>position fixing technique</i> using appropriate methods 4.7 Record position of group in accordance with regulations and established 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
Navigation	[all categories] - may occur in conditions of - clear visibility using visual navigational techniques - clear visibility using a combination of visual and electronic techniques - restricted visibility using visual and aural techniques - restricted visibility using a combination of visual and electronic techniques
Instrumentation and equipment used for navigation and fixing a sea kayak's position	[all categories] - may include - Global Positioning System (GPS) satellite navigation systems - magnetic compasses (fixed and hand-held) - centimetre ruler or Portland square - watch - visual method - cross-bearing
Position fixing techniques	[all categories] - may include - visual - landmarks and range marks or transits - aids to navigation such as lighthouses, beacons and buoys - dead reckoning, taking into account winds tides currents and estimated speed - cross-bearings
Documentation	[four categories] - Documentation/records may include - relevant maritime regulations - operational orders - navigational charts of inshore waters - topographic and specialty maps - annual and weekly notices to mariners - navigational warning records - local knowledge - yacht cruising guides - instructions of relevant Maritime Authorities

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 methods and techniques used in planning a sea kayaking voyage and also fixing position whilst undertaking a voyage - Assessment of performance should be over a minimum of two (2) separate occasions covering the prescribed number of categories from the Range Statements - In particular, assessment must confirm the ability to - collect navigational information for planning a sea kayaking voyage - fix position accurately whilst undergoing a voyage - make suitable decisions and alter them appropriately as conditions change
Interdependent assessment of units	- This unit must be assessed after attainment of competency in the following unit(s) - SROKYS002A Demonstrate simple sea kayaking skills to a high standard - This unit must be assessed in conjunction with the following unit(s) - SROKYS003A Apply sea kayaking skills in moderate conditions - For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) - PUAOPE002A Operate communication systems and equipment - SROOPS007A Interpret weather for marine environments
Required knowledge and skills	- Required knowledge - Sea kayaking knowledge - Use of suitable navigational system(s) - Knowledge of tides and currents - Required skills - Sea kayaking skills - Skills in the use of suitable navigational equipment - Chart reading skills - Mathematical skills
Resource implications	- Physical resources - assessment of this competency requires access to - sea kayak and associated equipment - food and water resources - personal flotation device (PFD) - personal protective clothing suitable to location and conditions - waterproofed navigational charts - Global Positioning System (GPS) - magnetic compass - wax pencil - suitable marine location to conduct activity - 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 accurately demonstrating the ability to plan a sea kayaking voyage and fix a position, this unit of competency must be assessed over a minimum of two (2) separate activity occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to applying navigational techniques to sea kayaking
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a sea kayaking activity • 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. Assessment of this unit of competence will usually include oral and/or written questioning on underpinning knowledge and skills and analysis of meteorological data for specific locations and conditions

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	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 navigational hazards on proposed voyage • Communicating ideas and information - Advising group of required alterations to course • Planning and organising activities - Planning proposed route and identify critical points • Working with teams and others - Paddling with others for safety • Using mathematical ideas and techniques - Calculating direction of travel using a compass • Solving problems - Dealing with effects of wind/tide that alter course • Using technology - Using a Global Positioning System to fix position Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYS006A	GUIDE SEA KAYAKING TRIPS (EASY TO MODERATE CONDITIONS)
KYS	Sea kayaking

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 sea kayaking trips on easy to moderate water conditions not exceeding personal skill level.

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 sea kayak 1.3 Assess sea kayak 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 sea kayak 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 Outline procedure following a capsize to group 3.6 Establish verbal and non-verbal communication system for use during trip and ensure that all clients understand system(s) 3.7 Establish physical 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 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 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 sea kayaks 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 • paddle signals • radios
Contextual issues	[all categories] • time of day • season • weather • type of kayak • 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 • first aid kit • hat • appropriate clothing • spare paddle system • pump or self bailer capable of "no hands" operation with sponge as backup • towline • paddle park or leash • navigation equipment • rescue equipment
Hazard	[all categories relevant to location]

	• rocks • waves • rips • sharks • storms • wind • other craft
Safety and rescue equipment	[all categories] • repair kit • first aid kit • throwbag and/or ropes • karabiners • knife • whistle • flares • Emergency Position Indicating Radio Beacon (EPIRB) • Communication equipment • Global positioning system (GPS)
Sea kayak	[one category] • decked sea kayak (single or double) • estuary kayak (single or double) • sit-on-top kayak (single or double)

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 sea kayaking 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 three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding sea kayaking trips for clients on easy to moderate sea conditions • 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 sea kayaking 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) ○ SROOPS007A Interpret weather for marine environments ○ SRXRIK001A Undertake risk analysis of activities ○ SROODR005A Guide outdoor recreation sessions ○ PUAOPEO02A Operate communications systems and equipment ○ SROKYS005A Plan and navigate a sea kayaking inshore passage ○ SROKYS003A Apply sea kayaking skills in moderate 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 ○ SROOPS006B Use and maintain a temporary or overnight site
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 ○ Safety ▪ hazards ▪ precautions

	▪ hazard prevention/minimisation strategies ▪ risk management strategies ▪ first aid ▪ medical emergency procedures ○ Communication systems on water bodies ○ Hydrology ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips • Required skills ○ Personal paddling skills to a high level of technical correctness on conditions selected for assessment ○ Swimming ability in paddling gear ○ Use of rescue equipment ○ Stowing and waterproofing gear
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a body of water (at least one grade below personal skill level) ○ sea kayak ○ paddles ○ personal flotation device (PFD) ○ spraydecks ○ rescue equipment ○ navigation equipment ○ repair kit ○ organisation policies and procedures ○ waterproof container ○ tow line ○ throw bag ○ first aid kit ○ food and water • 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., SROKYS008A ○ 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 sea kayaking trip with clients on easy to moderate conditions

Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a sea kayaking activity whilst guiding sea kayaking trips with real clients on easy to moderate 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	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 details on weather, tide, wind and route • Communicating ideas and information - Briefing clients on procedures that should be followed during a voyage • Planning and organising activities - Planning equipment, resources, transport and route for clients • Working with teams and others - Maintaining good group proximity for safety • Using mathematical ideas and techniques - Determining direction of travel using compass bearings • Solving problems - Dealing with any injuries/incidents en-route • Using technology - Using a Global Positioning System (GPS) to fix position Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYS007A	INSTRUCT SEA KAYAKING (EASY TO MODERATE CONDITIONS)
KYS	Sea kayaking

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 sea kayaking activity.

This unit can be applied to the instruction of sea kayaking on easy to moderate conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching sea kayaking skills on easy to moderate conditions	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 sea kayaking on easy to moderate conditions	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 sea kayaking session on easy to moderate conditions	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 sea kayaking session on easy to moderate conditions	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 sea kayaking session on easy to moderate conditions	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 sea kayaking activity on easy to moderate conditions	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to sea kayaking on easy to moderate conditions 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 sea kayaking on easy to moderate conditions 6.3 Identify minimal impact practices appropriate to sea kayaking on easy to moderate conditions, 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 sea kayaking on easy to moderate conditions, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a sea kayaking activity on easy to moderate conditions	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to sea kayaking on easy to moderate conditions, 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 sea kayaking 7.4 Demonstrate rescue techniques specific to sea kayaking, 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 sea kayaking skills on easy to moderate conditions	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 sea kayaking knowledge	9.1 Inform clients of locations, suitable to their skill level, for participating in sea kayaking on easy to moderate conditions 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 sea kayaking instructional session on easy to moderate conditions	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] • kayak • paddle • personal flotation device (PFD) • hat • safety equipment (including first aid kits) • navigational resources • repair equipment • sea kayaking specific equipment • rescue equipment
Hazards	[all categories] • may include ○ rocks ○ rips ○ marine life ○ storms ○ wind ○ waves ○ other craft
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 water for teaching of unit(s)
Sequence	[knowledge of at least 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 sea kayaking instruction session or program on easy to moderate conditions 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 sea kayaking skills on easy to moderate conditions • 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 sea kayaking 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 sea kayaking ○ 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 ○ SROOPS007A Interpret weather for marine environments ○ PUAOPEO02A Operate communication systems and equipment ○ The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is ▪ SROKYS003A Apply sea kayaking skills in moderate conditions ▪ SROKYS005A Plan and navigate a sea kayaking inshore passage • 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 sea kayaking ▪ 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 sea kayaking skills • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing sea kayaking on easy to moderate conditions ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Sea kayaking skills to demonstrate and correct technique ○ Environmental condition 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 sea kayaking instructional sessions ○ sea kayaking equipment ▪ kayak ▪ paddle ▪ personal flotation device (PFD) ▪ spraydeck ○ suitable personal clothing ○ first aid kit ○ rescue equipment, eg, throw bag, tow line ○ 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 but preferably be competent in the unit at the level above, i.e., SROKYS009A ○ 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 four (4) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing sea kayaking skills on easy to moderate conditions

Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a sea kayaking activity on easy to moderate conditions 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.						

SROKYS008A	GUIDE SEA KAYAKING TRIPS (MODERATE TO DIFFICULT CONDITIONS)
KYS	Sea kayaking

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 sea kayaking trips on moderate to difficult water conditions not exceeding personal skill level.

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 sea kayak 1.3 Assess sea kayak 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 sea kayak 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 Outline procedure following a capsize to group 3.6 Establish verbal and non-verbal communication system for use during trip and ensure that all clients understand system(s) 3.7 Establish physical 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 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 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 sea kayaks 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 • paddle signals • radios
Contextual issues	[all categories] • time of day • season • weather • type of kayak • 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 • spare paddle system • pump or self bailer capable of "no hands" operation with sponge as backup • towline • paddle park or leash • navigation equipment • rescue equipment
Hazard	[all categories relevant to location] • rocks

	• waves • rips • sharks • storms • wind • other craft
Safety and rescue equipment	[all categories] • repair kit • first aid kit • throwbag and/or ropes • karabiners • knife • whistle • flares • Emergency Position Indicating Radio Beacon (EPIRB) • Communication equipment • Global positioning system (GPS)
Sea kayak	[one category] • decked sea kayak (single or double) • estuary kayak (single or double) • sit-on-top kayak (single or double)

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 sea kayaking 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 three (3) different occasions with different groups covering all prescribed categories from the Range Statements applicable to guiding sea kayaking trips for clients on moderate to difficult sea conditions - 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 sea kayaking 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) - SROOPS007A Interpret weather for marine environments - SRXRIK001A Undertake risk analysis of activities - SROODR005A Guide outdoor recreation sessions - PUAOPEO02A Operate communications systems and equipment - SROKYS004A Apply sea kayaking skills in difficult 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 - SROOPS006B Use and maintain a temporary or overnight site
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 - Safety - hazards - precautions - hazard prevention/minimisation strategies

	▪ risk management strategies ▪ first aid ▪ medical emergency procedures ○ Communication systems on water bodies ○ Hydrology ○ Equipment usage in rescue situations ○ First aid knowledge appropriate to location ○ Selection and use of equipment for trips • Required skills ○ Personal paddling skills to a high level of technical correctness on conditions selected for assessment ○ Swimming ability in paddling gear ○ Use of rescue equipment ○ Stowing and waterproofing gear
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ real work group situations ○ a body of water (at least one grade below personal skill level) ○ sea kayak ○ paddles ○ personal flotation device (PFD) ○ spraydecks ○ rescue equipment ○ navigation equipment ○ repair kit ○ organisation policies and procedures ○ waterproof container ○ tow line ○ throw bag ○ first aid kit ○ food and water • 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 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 sea kayaking trip with clients on easy to moderate conditions
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a sea kayaking activity whilst guiding sea

	kayaking trips with real clients on easy to moderate 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	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 details on weather, tide, wind and route • Communicating ideas and information - Briefing clients on procedures that should be followed during a voyage • Planning and organising activities - Planning equipment, resources, transport and route for clients • Working with teams and others - Maintaining good group proximity for safety • Using mathematical ideas and techniques - Determining direction of travel using compass bearings • Solving problems - Dealing with any injuries/incidents en-route • Using technology - Using a Global Positioning System (GPS) to fix position Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROKYS009A	INSTRUCT SEA KAYAKING (MODERATE TO DIFFICULT CONDITIONS)
KYS	Sea kayaking

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 sea kayaking activity.

This unit can be applied to the instruction of sea kayaking on moderate to difficult conditions.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching sea kayaking skills on moderate to difficult conditions	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 sea kayaking on moderate to difficult conditions	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 sea kayaking session on moderate to difficult conditions	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 sea kayaking session on moderate to difficult conditions	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 sea kayaking session on moderate to difficult conditions	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 sea kayaking activity on moderate to difficult conditions	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to sea kayaking on moderate to difficult conditions 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 sea kayaking on moderate to difficult conditions 6.3 Identify minimal impact practices appropriate to sea kayaking on moderate to difficult conditions, 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 sea kayaking on moderate to difficult conditions, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to a sea kayaking activity on moderate to difficult conditions	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to sea kayaking on moderate to difficult conditions, 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 sea kayaking 7.4 Demonstrate rescue techniques specific to sea kayaking, 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 sea kayaking skills on moderate to difficult conditions	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 sea kayaking knowledge	9.1 Inform clients of locations, suitable to their skill level, for participating in sea kayaking on moderate to difficult conditions 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 sea kayaking instructional session on moderate to difficult conditions	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] • kayak • paddle • personal flotation device (PFD) • hat • safety equipment (including first aid kits) • navigational resources • repair equipment • sea kayaking specific equipment • rescue equipment
Hazards	[all categories] • may include ○ rocks ○ rips ○ marine life ○ storms ○ wind ○ waves ○ other craft
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 body of water for teaching of unit(s)
Sequence	[knowledge of at least 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 sea kayaking instruction session or program on moderate to difficult conditions 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 sea kayaking skills on moderate to difficult conditions - 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 sea kayaking 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 sea kayaking - 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 - SROOPS007A Interpret weather for marine environments - PUAOPEO02A Operate communications systems and equipment - The units of competency that are being taught (at least at a level equivalent to and preferably at a level above) that is - SROKYS004A Apply complex sea kayaking skills in difficult 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) - 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 sea kayaking - 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 sea kayaking skills • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing sea kayaking on moderate to difficult conditions ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Sea kayaking skills to demonstrate and correct technique ○ Environmental condition 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 sea kayaking instructional sessions ○ sea kayaking equipment ▪ kayak ▪ paddle ▪ personal flotation device (PFD) ▪ spraydeck ○ suitable personal clothing ○ first aid kit ○ rescue equipment, eg, throw bag, tow line ○ 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 ○ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment ○ 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 sea kayaking skills on moderate to difficult conditions
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a sea kayaking activity on moderate to difficult conditions 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.						

MOUNTAIN BIKING

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SROMBK001A	DEMONSTRATE BASIC OFF-ROAD CYCLING SKILLS
MBK	Mountain biking

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

This unit covers the knowledge and skills required to ride off-road bicycles in cycling activities on gravel roads and single tracks with easy to intermediate terrain, demonstrating responsible environmental and safety practices.

ELEMENT	PERFORMANCE CRITERIA
1 Prepare for the ride	1.1 Select clothing and footwear, demonstrating consideration of weather conditions and the environment 1.2 Identify items to improve comfort and safety 1.3 Select food and fluids to maintain physiological well-being, demonstrating consideration of weather conditions, the environment and the length of the ride 1.4 Select and set up a bike ensuring it is correctly proportioned to meet the requirements of the rider and the terrain 1.5 Check the bike and demonstrate simple cycle maintenance 1.6 Carry and demonstrate correct use of spares and tools 1.7 Load an off-road bicycle on a vehicle
2 Demonstrate a basic level of riding skill	2.1 Demonstrate safe and efficient riding skills 2.2 Maintain a comfortable cadence for the terrain encountered 2.3 Maintain a straight line when riding on straight gravel roads 2.4 Demonstrate correct posture on descents (weight back, pedals at 9 and 3 o'clock position, arms and legs bent) 2.5 Demonstrate correct posture for uphill riding to ensure rear wheel traction and to limit front wheel lift 2.6 Demonstrate correct posture for bumps and potholes (out of the saddle, knees and elbows bent, pedals at 9 and 3 o'clock position) 2.7 Demonstrate efficient cornering (entering wide, cutting to the apex, exiting wide, with outside pedal down and pressure applied) 2.8 Adjust tyre pressure according to the terrain 2.9 Explain and apply rider etiquette
3 Demonstrate responsible environment and safety practices	3.1 Explain and demonstrate safe riding procedures 3.2 Interpret and follow maps accurately 3.3 Survey track to identify hazards , assess risk and select a best route 3.4 Negotiate obstacles in a safe manner 3.5 Identify measures to be taken to guard personal and group safety 3.6 Explain and apply minimal impact practices 3.7 Select routes to minimise damage to the environment and demonstrate compliance with current Off-road Cycling Code of Conduct, Government regulations and access permits

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
Bicycle	[one category] • BMX (bicycle motocross) • hybrid/multi-purpose bike • mountain bike
Comfort and safety	[all categories] • gloves • padded shorts • helmet • hydration system • first aid kit
Correctly proportioned	[all categories] • frame size • saddle position • saddle height • handlebar height • distance from saddle to handlebars
Etiquette	[all categories] • other riders • other users
Hazards	[all categories] • tree roots, trees, overhanging branches • sticks, logs, rocks • ruts, drops, cliffs • water, sand, gravel, mud • other track users, animals • sharp corners, steep descents
Load	[one category] • trailer • roof rack • bike rack

Maintenance	[all categories] • repair punctures • lubricate chain • clean • fasten wheels securely • adjust gears • adjust brakes
Measures	[all categories] • observation of surroundings and other cyclists • safe falling • self arrest • use of appropriate speed for the terrain and conditions • observation of weather conditions and terrain • adequate clothing • adequate food and fluid intake
Obstacles	[all categories] • creeks • tree branches • logs • bumps • depressions and pot holes
Procedures	[all categories] • may include, but not be limited to ○ buddy or sentinel system ○ procedure if lost ○ return times ○ meeting points ○ equipment failure ○ incidents ○ accidents
Risk	[all categories] • injuries • exhaustion • hyper or hypothermia • dehydration • separation from group • mechanical failure
Skills	[all categories] • avoiding obstacles • ascending • descending

	• maintaining a controlled line • braking • cornering • changing gears
Spares and tools	[all categories] • tube • puncture repair kit • spanner set/adjustable spanner • screwdrivers • pump • allen keys
Terrain	[all categories applicable to area] • moderate inclines (up and down) • sloping terrain • small sections of rocky areas • small sections of sand • shallow water crossings (with smooth bottom) • small tree roots and logs

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 off-road cycling equipment and its correct use in the workplace • Assessment of performance should be over a minimum of two (2) hours cycling 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 off-road cycling equipment and its correct use to ride off - road bicycles in an efficient and safe manner in easy to intermediate terrain ○ ride off-road bicycles on non-challenging surfaces with a variety of simple obstacles and hazards and to demonstrate appropriate conduct when participating in off-road cycling activities ○ conduct simple bicycle maintenance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROCYT001A Select, set up and maintain a bike ○ SROCYT002A Demonstrate basic cycling skills ○ SROOPS002B Plan for minimal environmental impact ○ SROODR002A Plan for 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) ○ SRONAV001B Navigate in tracked or easy untracked areas ○ SRONAV002B Navigate in difficult or trackless areas
Required knowledge and skills	• Required knowledge ○ Factors affecting quality of off-road bicycles and suitability to off road performance ○ Equipment and off-road bicycle features that provide comfort ○ Personal cycling gear ○ Maintenance tools ○ Off road cycling codes ○ Efficient use of off-road bicycle features • Required skills ○ Off-road bicycle maintenance ○ Navigation ○ Activity planning ○ Off-road cycling techniques
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ an off-road bicycle ○ a suitable outdoor environment with off - road (unsealed) tracks • 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., SROMBK002A) ○ 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 off-road cycling conditions, this unit of competency must be assessed over a minimum of two (2) hours off-road cycling, in order to ensure consistency of performance over the Range Statements and contexts applicable to off-road cycling
Context for assessment	• This unit of competency must be assessed in the context of an off-road cycling activity. For valid and reliable assessment the off-road cycling activity should be in an environment that closely replicates the workplace. The environment should be safe and free from complicated and 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	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 ride • Communicating ideas and information - Not applicable • Planning and organising activities - Planning food, water and clothing requirements for a ride • Working with teams and others - Not applicable • Using mathematical ideas and techniques - Calculating distances and times for a proposed ride • Solving problems - Dealing with punctures en route • Using technology - Using tools to repair/adjust bicycle components Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROMBK002A	APPLY ADVANCED OFF-ROAD CYCLING SKILLS
MBK	Mountain biking

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

This unit covers the knowledge and skills required to ride off-road bicycles in cycling activities, unmaintained gravel roads/tracks and rough single tracks with intermediate to expert terrain, demonstrating responsible environmental and safety practices.

ELEMENT	PERFORMANCE CRITERIA
1 Select, use and maintain off-road cycling equipment	1.1 Identify the essential features of an off-road bicycle and discuss the advantages/disadvantages of additional features which may be utilised 1.2 Make adjustments to bicycle proportions to meet personal requirements 1.3 Outline factors to be considered when selecting clothing for off-road cycling 1.4 Correctly fit and adjust personal equipment used by off-road cyclists 1.5 Identify and utilise off-road cycling tools and spare parts in order to undertake repairs and maintenance on off-road bicycles 1.6 Identify possible water storage systems which may be utilised by off-road cyclists and select appropriate system for personal use 1.7 Identify possible accessories which may be utilised by off-road cyclists and attach selected accessories appropriately and securely to bicycle
2 Prepare for an off-road ride	2.1 Research and determine route and likely conditions to be encountered for an off-road ride 2.2 Determine access, availability of public transport and parking (if necessary) from both entry and exit points of ride 2.3 Identify risks and establish strategies to reduce/eliminate them 2.3 Identify tools, spare parts and first aid equipment necessary for a ride and carry equipment on bicycle in an appropriate storage system 2.4 Identify possible sources of water and food on ride and carry appropriate amounts of fluids and food for the ride 2.5 Correctly load, attach and secure off-road bicycle to vehicle, where relevant 2.6 Where appropriate, organise a reliable support vehicle and driver
3 Carry out a pre-ride maintenance check	3.1 Check adjustments for proportions of bicycle, particularly with regard to seat and handlebars is appropriate for personal use 3.2 Inspect tyres for nicks, cuts and embedded objects and ensure tyres are correctly inflated and appropriate for conditions 3.3 Check rims for flat spots and lateral movement (wobbling) and true up rims if required 3.4 Inspect hubs for lateral movement and adjust and lubricate hub bearings where necessary 3.5 Test spoke tension and tighten or replace loose, bent or broken spokes 3.6 Inspect brake cables for kinks, frays and broken strands, lubricate cables and pivot points and adjust brakes if required 3.7 Examine brake pads for excess wear and replace if necessary 3.8 Check for loose, worn or 'brinelled' head-set bearings and replace if necessary 3.9 Adjust stem extension bolts to ensure required tightness 3.10 Check for lateral movement in bottom bracket (crank axle bearing) and adjust or replace where necessary 3.11 Inspect clip-less pedals and cleats in shoes to ensure they are free from blockage and check release tension and entry position, where appropriate 3.12 Examine all handlebar controls for secure fix and ensure grips are firmly fixed to handlebar

	3.13 Inspect drive chain (including chain, sprocket, chain rings and derailleurs) for damage and wear, and replace/repair where necessary, including lubrication of chain 3.14 Examine all bolts, set-screws and quick release skewers for tightness and ensure all accessories are firmly mounted, eg, pumps, computers, water bottle cages, etc 3.15 Undertake test ride to check all repairs/adjustments and ensure all gears are working correctly
4 Participate in several off-road rides, demonstrating appropriate off-road cycling skills	4.1 Present self for ride with appropriate equipment and knowledge 4.2 Interpret and follow maps accurately 4.3 Demonstrate off-road cycling techniques and skills in a smooth, safe and energy efficient manner that is modified to take account of changes in terrain and conditions 4.4 Explain and/or demonstrate correct action to be taken in difficult situations 4.5 Demonstrate appropriate posture to adopt for different off-road cycling techniques 4.6 Identify and demonstrate compliance with road rules and trail etiquette, including minimal environmental impact techniques and requirements, ensuring personal conduct provides a role model for behaviour of other group members 4.7 Demonstrate appropriate group/bunch riding and communication techniques for off-road cycling 4.8 Demonstrate an awareness and sensitivity of group and individual needs and provide morale support, decision-making and leadership services to the group 4.9 Demonstrate commitment to personal and group safety 4.10 Apply risk management practices throughout off-road ride
5 Maintain and repair off-road cycling equipment in the field	5.1 Describe and/or demonstrate use of in -field repair kit to deal with the following routine problems/repairs whilst on an off-road ride 5.2 Discuss measures and equipment which may be used to deal with problems/repairs in non-routine situations
6 Complete post-trip responsibilities	6.1 Remove all mud and dirt from off-road bicycle 6.2 Spray all moving parts with appropriate lubricant 6.3 Examine off-road bicycle for any defects and repair/arrange for repair in a timely manner 6.4 Store off-road bicycle in appropriate manner 6.5 Enter ride details in personal log book

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
Accessories	[all categories] • trip computers • pumps • lights • panniers and racks • locks • storage systems for water, tools, first aid equipment and food: ○ backpack ○ bum bag ○ handle bar bag ○ seat bag • other cycling accessories
Clothing	[all categories] • comfort • weather conditions • minimise risk of abrasions and blisters • durability • personal preference
Determine route	[all categories] • identification of route appropriate to ○ riders ability ○ type of off-road bicycle used ○ type of off-road cycling experience desired ▪ single track ▪ steep hills ▪ long downhill ▪ technical riding ○ time constraints ○ conditions of trail/track, eg, overgrown, 4WD/fire trail ○ likely hazards to be encountered • identification and acquisition of appropriate maps • availability of transport and parking (if required) • access restrictions and regulations • organisational procedures • possible sources of water and food on route, eg, streams, farms, shops • contingency plans • meteorological data
Difficult situations	[all categories]

	- encountering traffic such as - trail bikes 4WD] - horses - walkers - other off-road cyclists - fording rivers/streams - riding in headwinds - negotiating bumps and potholes - hazardous trail conditions, eg, loose gravel, mud, sand - skidding - loss of control - falling - sharp corners - steep gullies - obstacles, sticks and rocks - tree roots and overhanging branches - temperature extremes - dealing with animals, eg, dogs, magpies
Equipment and knowledge	[all categories] - fully serviced and working off-road bicycle - appropriate clothing for current and anticipated conditions - appropriately fitted personal equipment and accessories - in-field repair kit and first aid kit - adequate water and food - any appropriate safety equipment - maps, compass, whistle - knowledge of route and exit points
Features	[all categories] - frame strength - thickness of tyres - gear ratios - additional features, including but not limited to: - front and rear suspension - toe clip or clipless pedals
Personal and group safety	[all categories] - observation of surroundings and other cyclists - safe falling - self arrest - use of appropriate speed for the terrain and conditions - observation of weather conditions and terrain - adequate clothing - adequate food and fluid intake - adopt a buddy or sentinel system
Personal equipment	[all categories]

	- helmets (must meet Australian standards) - gloves - riding shoes (clipless or toe clips) - sun visors - glasses/goggles - padded shorts
Proportions	[all categories] - handlebar height - saddle position - saddle height - distance from saddle to handlebars
Risks	[all categories] - injuries - exhaustion - hypo/hyperthermia - dehydration - chaffing - blisters - separation from group
Routine problems/repairs	[all categories] - flat tyre/s, eg, using a patch, replacing the tube - broken/loose spokes - loose screws or threaded fittings - broken/bent chain - squealing brakes - slipping chain - weak brakes - steering out of alignment - uneven pedalling - broken/bent tyre rim - broken seat post - clogged or broken gears and derailleurs
Support vehicle	[all categories] - vehicles suitability for support purposes - vehicle contains support requirements including - food - water - tools - spares - first aid kit - support driver aware of route logistics - communication systems between driver and ride leader

Techniques and skills	[all categories] • anticipation and negotiation of obstacles • braking, eg, use of front and back brakes • maintaining cadence/efficient use of gear ratios • weight transfer to steer bike • climbing techniques ○ honking ○ spinning and walking ○ ensuring rear wheel traction and limiting front wheel lift • descending technique, eg, weight to rear, pedals at 9 and 3 o'clock position, arms and legs bent • jumping over obstacles, eg, bunny hops and wheelies, knees and elbows bent, pedals at 9 and 3 o'clock positions, front wheel lifting, rear wheel unweighting • cornering (including sharp corners), eg, preparation for cornering, taken wide, cut to apex, outside pedal down and pressure applied to it • use of appropriate speed for terrain and conditions • engaging and disengaging toe clips and clipless pedals • carriage of bicycle, on either shoulder, over/a around obstacles
Terrain and conditions	[all categories available in area] • long, steep inclines incorporating loose surface and a step up along the incline • long steep declines incorporating loose surface and a step down along the incline • cross slope riding involving irregular terrain • difficult water crossings (water depth at least to pedals, irregular bottom, offset entry and exit points) • bush tracks ○ narrow ○ twisting ○ irregular terrain • irregular sandy terrain • irregular muddy terrain • very rough rocky ground • snow and ice • slippery incline/declines
Tools and spare parts	[all categories] • allen keys • tyre levers • spare tube and spare tyre • patch key set • basic spanner set and/or shifter/s • lubricants (dry, teflon based, machine oil) • pump • lock (where appropriate) • spare nuts and bolts • spoke key • chainbreaker • crank puller and crank wrench • spare chain and spokes

	• cone spanners • spare cables • lights and other accessories
Water storage systems	[one category] • water bottle cages • backpack/bladder water storage systems, eg, camelback • other carrying system, eg, handlebar bags, panniers

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 off-road cycling equipment and its correct use in the workplace • Assessment of performance should be over a minimum of two (2) separate rides of a minimum duration of two (2) hours cycling each, 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 off-road cycling equipment and its correct use to ride off - road bicycles in an efficient and safe manner in moderate to steep terrain ○ ride off-road bicycles on difficult surfaces with a wide variety of obstacles and hazards including ▪ a variety of terrain ▪ moderate to steep gradients ▪ unsealed (designated) tracks ▪ non maintained 4WD tracks ▪ narrow rough tracks ▪ weather affected roads/tracks (wet, dusty, rutted, boggy) ▪ creek/river crossings ▪ a variety of obstacles including logs, rocks, bumps, depressions, pot holes and tree branches ▪ navigation of route • Demonstrate appropriate conduct when participating in off-road cycling activities • Conduct in-field repairs and bicycle maintenance
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROMBK001A Demonstrate basic off-road cycling 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) ○ SRONAV002B Navigate in difficult or trackless areas
Required knowledge and skills	• Required knowledge ○ Affect of construction features of off-road bicycles on their use ○ Differences between hardtail and full suspension off-road bicycles, their strengths and weaknesses and how this affects performance ○ Factors affecting quality of off-road bicycles and suitability to off road performance ○ Equipment and off-road bicycle features that provide comfort ○ Personal cycling gear ○ Maintenance tools ○ Off road cycling codes (including rider etiquette) ○ Efficient use of off-road bicycle features ○ Areas of bicycle frame subject to cracking ○ Packing techniques for panniers ○ Knowledge of route to be cycled and exit points • Required skills

	○ Off-road bicycle maintenance ○ Navigation ○ Activity planning ○ Off-road cycling techniques
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a fully serviced and working off-road bicycle ○ a suitable outdoor environment with off-road (unsealed) tracks ○ in-field repair kit and 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 ○ 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 off-road cycling conditions, this unit of competency must be assessed over a minimum of two (2) separate rides of a minimum duration of two (2) hours cycling each, in order to ensure consistency of performance over the Range Statements and contexts applicable to off-road cycling
Context for assessment	• This unit of competency must be assessed in the context of an off-road cycling activity. For valid and reliable assessment the off-road cycling activity should be in an environment that closely replicates the workplace. The environment should be safe, with noise to a level experienced with an activity in full operation and support services provided for optimum performance • 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 proposed route for ride • Communicating ideas and information - Communicating with other group members • Planning and organising activities - Planning food and water requirements for ride • Working with teams and others - Riding in groups during off-road rides • Using mathematical ideas and techniques - Calculating distances and times for a proposed ride • Solving problems - Dealing with punctures en route • Using technology - Using a bicycle computer to measure distance and duration of ride Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROMBK003A	GUIDE OFF-ROAD CYCLE TOURS
MBK	Mountain biking

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 an off-road cycling tour. This unit can be applied to the guiding of off-road cycling tours of up to a day's duration.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an off-road cycle tour 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 an off-road cycling route to suit abilities and objectives of the group 1.4 Obtain and interpret local weather information relevant 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 Demonstrate an understanding of the purpose and use of all selected equipment 2.3 Ensure bicycle is correctly adjusted, in good working order and suitable to the client and the off-road cycle tour 2.3 Check safety and repair equipment to ensure suitability to the group and the off-road cycle tour
3 Brief clients	3.1 Communicate clearly the aims of the guided activity to the clients 3.2 Communicate logistical details to clients, including minimal environmental impact practices 3.3 Brief group of standard safety procedures 3.4 Demonstrate correct off-road cycling posture and techniques 3.5 Outline procedures for separation from the group 3.6 Establish a communication system for use during off-road cycling 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 off-road cycle 4.3 Monitor individual client's performance and needs 4.4 Evaluate off-road cycling conditions 4.5 Monitor weather conditions 4.6 Evaluate implications of weather signs on off-road cycling 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 an off-	5.1 Provide clear and concise direction and advice to group during the activity

road cycle tour safely	5.2 Monitor cycling posture, techniques and rate of travel appropriate to conditions 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 5.9 Conduct routine and non-routine touring bicycle maintenance checks and repairs in the field
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 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	[two categories] • verbal • bells • hand signals
Contextual issues	[all categories] • time of day • season • weather • features of cycle • experience of clients • age of clients • physical health of clients • number of staff • personal experience • length of the cycle • personal requirements • safety requirements
Equipment	[all categories] • safety equipment ○ helmet ○ lights ○ reflectors ○ bright clothes ○ gloves ○ protective eyewear • repair equipment ○ allen keys ○ spanner set and/or shifter ○ tyre levers ○ patch kit ○ pump ○ spoke key ○ chain breaker ○ crank puller ○ crank wrench ○ cone spanners • spares ○ tubes ○ tyres ○ nuts and bolts ○ chain

	○ links ○ spokes ○ cables • hydration system, eg, bottle, bladder • light machine oil • toe clips or cleated systems • locks, lights and accessories
Hazards	[all categories relevant to location] • cycling hazards ○ sharp corners ○ steep gullies ○ loose surfaces ○ obstacles ○ tree roots and overhanging branches ○ water crossings ○ temperature extremes ○ vehicles • group management hazards ○ cyclists becoming separated/lost ○ cyclists losing control of bicycle ○ exhaustion ○ dehydration • mechanical breakdowns/failures (including flat tires)
Maintenance	[all categories] • brake checks and adjustment • gear checks and adjustment • wheel alignment • chain lubrication • tyre pressure • seat and handlebar adjustment • bearing adjustment (tighten or loosen) • bottom bracket replacement • tube replacement or repair • tyre replacement • cleaning • chain replacement • cable replacement
Safety and repair equipment	[all categories] • first aid kit • knife • whistle • tool kit with spares

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 off-road cycling tour with clients, 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 an off-road cycling tour • 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 off-road cycling tours 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) ○ SROODR005A Guide outdoor recreation sessions ○ SRXRIK001A Undertake risk analysis of activities ○ SROMBK002A Apply advanced off-road cycling skills ○ SRONAV002B Navigate in difficult or 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) ○ SROCYT005A Guide on-road cycle tours
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 cycling 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 ○ Technical cycling/equipment knowledge ○ First aid knowledge appropriate to location ○ Selection and use of equipment for off-road cycling ○ Affect of construction features of off-road bicycles on their use ○ Equipment and off-road bicycle features that provide comfort ○ Personal off-road cycling gear ○ Maintenance tools ○ Common injuries/ailments associated with off-road cycle touring, and first aid for such ○ Off-road cycling codes (including rider etiquette) ○ Efficient use of off-road bicycle features ○ Location knowledge • Required skills

	○ Personal off-road cycling 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 repair 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 off-road cycling location suitable for the client group ○ personal clothing ○ organisation policy and procedures ○ off-road cycling equipment ○ food and water ○ repair 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 ○ 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 off-road cycling tour 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 an off-road cycling tour 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	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 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 bicycle computer to record distance and duration of trip Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROMBK004A	INSTRUCT OFF-ROAD CYCLING SKILLS
MBK	Mountain biking

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 off-road cycling activities.

ELEMENT	PERFORMANCE CRITERIA
1 Plan an instructional session for teaching off-road cycling	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 off-road cycling	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 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 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 an off-road cycling 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 an off-road cycling activity	6.1 Teach required knowledge, ethics, codes of behaviour, points of interest or principles relevant to mountain biking 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 mountain biking 6.3 Identify minimal impact practices appropriate to mountain biking, 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 mountain biking, and determine client level of understanding in their use
7 Teach safety and rescue procedures appropriate to off-road cycling	7.1 Instruct clients in appropriate emergency response procedures and techniques applicable to mountain biking, 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 mountain biking 7.4 Demonstrate rescue techniques specific to mountain biking, 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 off-road cycling 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	9.1 Inform clients of locations, suitable to their skill level, for participating in

Communicate further off-road cycling knowledge	mountain biking 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 off-road cycling 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] • bicycles suitable for mountain biking • safety equipment ○ helmet ○ lights ○ reflectors ○ bright clothes ○ gloves ○ protective eyewear ○ hydration system, eg, bottle, bladder • repair equipment ○ allen keys ○ spare tube ○ spare tyres ○ tyre lever ○ patch kit ○ spanner set and/or shifter ○ light machine oil ○ pump ○ spare nuts and bolts ○ spoke key ○ chain breaker ○ crank puller and crank wrench ○ spare chain ○ links and spokes ○ cone spanners ○ spare cables ○ toe clips or cleated systems • locks, lights and accessories - if applicable • map, compass and whistle
Hazards	[all categories] • may include ○ sharp corners ○ steep gullies ○ loose surface, eg, sand, gravel, mud ○ obstacles ○ other cyclists ○ tree roots and overhanging branches ○ temperature extremes ○ river/creek crossings ○ other vehicles

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 location 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 mountain biking 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 mountain biking 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 mountain biking 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 mountain biking - 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 - SROMBK002A Apply advanced off-road cycling skills - SRONAV002B Navigate in difficult or 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) - 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 mountain biking - 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 mountain biking skills • Required skills ○ Rescue competencies to effectively deal with emergencies whilst instructing mountain biking ○ Instructional techniques to adapt sessions to meet a variety of learning abilities ○ Mountain biking 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 mountain biking instructional sessions ○ bicycles suitable for mountain biking ○ safety equipment ▪ helmet ▪ lights ▪ reflectors ▪ bright clothes ▪ gloves ▪ protective eyewear ▪ hydration system, eg, bottle, bladder ○ repair equipment ▪ allen keys ▪ spare tube ▪ spare tyres ▪ tyre lever ▪ patch kit ▪ spanner set and/or shifter ▪ light machine oil ▪ pump ▪ spare nuts and bolts ▪ spoke key ▪ chain breaker ▪ crank puller and crank wrench ▪ spare chain ▪ links and spokes ▪ cone spanners ▪ spare cables ▪ toe clips or cleated systems ○ locks, lights and accessories - if applicable ○ map, compass and whistle ○ 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 ○ 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 four (4) different occasions with different client groups, in order to ensure consistency of performance over the Range Statements and contexts applicable to instructing mountain biking skills
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of a mountain biking skills 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 foreseeable 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.						

NAVIGATION

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TDTH197C Interpret road maps and navigate pre-determined routes	23
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SRONAV001B	NAVIGATE IN TRACKED OR EASY UNTRACKED AREAS
NAV	Navigation

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

This unit covers the knowledge and skills required in off-road navigation in areas where there are tracks or other significant landmarks in situations where extreme environmental conditions are not likely to occur.

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 Use a map	1.1 Select the type of map(s) suitable for the activity 1.2 Identify possible sources of error and inaccuracies on the map 1.3 Identify symbols and information contained on the map that may be used in navigation 1.4 Identify the way in which relevant symbols and information on the map can be used in navigation
2 Use a compass	2.1 Identify the essential features of a compass 2.2 Demonstrate the manner in which a compass is used to maintain a designated course 2.3 Demonstrate how compass use reflects understanding of the factors that affect accuracy
3 Plan a route in tracked or easy untracked areas	3.1 Apply information contained on the map to plan an efficient route/course suitable to participant's abilities 3.2 Consider all relevant factors in route planning 3.3 Calculate accurate grid and magnetic bearings using a map and compass 3.4 Obtain additional information to assist in navigation from the map 3.5 Identify emergency or contingency escape routes
4 Navigate in tracked or easy untracked areas	4.1 Orientate map to surroundings with and without the use of a compass 4.2 Follow a route in tracked or easy untracked areas, demonstrating use of navigation aids 4.3 Demonstrate use of navigation aids 4.4 Apply techniques for estimating the distance travelled 4.5 Maintain, where necessary, a compass course whilst bypassing an obstacle 4.6 Identify unknown features in the field using map and compass 4.7 Select an efficient route/course for the surroundings and conditions

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 information	[all categories] • includes ○ altitude gain/loss ○ distance ○ gradient ○ features ○ estimated travelling time ○ magnetic bearings ○ water depth
Map	[two categories] • includes ○ cadastral and topographic maps ○ charts ○ guide books and diagrams
Navigation aids	[all categories] • include ○ track and creek junctions and crossings ○ survey markers ○ beacons ○ track markers ○ cairns ○ paths ○ lines ○ signs ○ arrows ○ compass ○ man-made objects or features ○ transits
Relevant factors in route planning	[all categories] • includes factors which may impact upon the particular activity ○ type of terrain and gradient ○ weather conditions ○ experience/ability of activity participant(s) ○ obstacles ○ hazards ○ access to required resources and facilities ▪ campsites ▪ water

	▪ craft
Surroundings	[all categories] • include ○ ground/terrain ○ bodies of water ○ beacons and markers ○ natural formations ○ landmarks ○ man-made features
Symbols and information	[all categories] • include ○ grid lines and numbers ○ contour lines ○ magnetic variation ○ scale ○ map legend ○ topographic features ○ markers and beacons ○ water depth • uses include ○ grid references ○ distance estimations ○ gradient calculations ○ altitude gains and losses ○ identification of features
Techniques for estimating distance	[two categories] • time • observation of surroundings • pacing

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 use of navigation equipment in a specific outdoor activity in the workplace • Assessment of performance should be over a minimum of three (3) navigation activities covering all categories of maps, navigational aids and symbols and information from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge to navigate in an activity - specific context in reasonable weather conditions ○ correctly use the type of map and compass applicable to a particular activity ○ plan and navigate a route suitable to all relevant factors ○ bypass obstacles
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) ○ Relevant units specific to the particular outdoor activity ○ TDTH297C Plan and navigate routes
Required knowledge and skills	• Required knowledge ○ Map/chart types and scales ○ Advantages and disadvantages of different map/chart types and sources of error ○ Interpretation of contour lines and symbols ○ Interpretation of maps/charts and relevant symbols ○ Features of a compass, their use and factors that affect their accuracy ○ Route planning and features and factors that should be considered ○ Techniques for estimating distance travelled within a particular activity context • Required skills ○ Problem solving ○ Literacy and numeracy to calculate bearings and complete route plans
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ suitable outdoor activity locations/venues ○ map(s) ○ compass ○ charts • 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 SRONAV002B ○ 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 types and scales of maps and charts and the variety of navigational aids, this unit of competency must be assessed over a minimum of three (3) navigation activities in differing locations, terrain and conditions (except extreme environmental conditions) applicable to a specific outdoor activity
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated in a real or simulated work environment whilst participating in an outdoor activity • 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	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 - Sourcing adequate maps for the activity area • Communicating ideas and information - Obtaining additional information from locals • Planning and organising activities - Planning and navigating routes • Working with teams and others - Participating in outdoor recreation activities with others • Using mathematical ideas and techniques - Calculating distances from a map • Solving problems - Dealing with navigational errors • Using technology - Using maps and compass Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRONAV002B	NAVIGATE IN DIFFICULT OR TRACKLESS AREAS
NAV	Navigation

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

This unit covers the knowledge and skills required to apply off-road navigation in untracked areas in situations where extreme environmental conditions and/or poor visibility are not likely to occur.

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. In the context of inland navigation on waterways, difficult or trackless areas are areas of water where there are few obvious visible landmarks and the craft can be affected by wind and/or currents and tides.

This unit incorporates the unit SRONAV001B Navigate in tracked or easy untracked areas, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Use a map	1.1 Select the type of map(s) suitable for the activity 1.2 Identify possible sources of error and inaccuracies on the map 1.3 Identify symbols and information contained on the map that may be used in navigation 1.4 Identify the way in which relevant symbols and information on the map can be used in navigation
2 Use a compass	2.1 Identify the essential features of a compass 2.2 Demonstrate the manner in which a compass is used to maintain a designated course 2.3 Demonstrate how compass use reflects understanding of the factors that affect accuracy
3 Plan a route in trackless areas	3.1 Select type and scale of map suitable to the activity 3.2 Apply information and symbols contained on the map to plan an efficient route/course suitable to navigation and activity-specific abilities 3.3 Obtain additional information to assist in the preparation of a navigation data sheet from the map and from other suitable sources of information 3.4 Prepare a navigation data sheet /route card 3.5 Identify emergency or contingency escape routes 3.6 Consider all contextual issues in the planning of a route 3.7 Consider environmental impact issues in the planning of a route
4 Navigate in trackless areas	4.1 Maintain orientation of map to surroundings 4.2 Demonstrate combined use of map and compass whilst following a route in remote, difficult or trackless areas 4.3 Demonstrate techniques for distance estimations of travel 4.4 Maintain the designated course whilst bypassing obstacles 4.5 Demonstrate navigation techniques for maintaining a course in poor weather conditions and/or visibility, in the event of unexpected weather changes 4.6 Demonstrate interpretation of features implied on the map 4.7 Demonstrate an efficient route choice for the surroundings and conditions 4.8 Demonstrate suitable combinations of technique to fix position and identify unknown features when lost

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
Areas	[one category relevant to activity] • above ground • on rivers, dams and bodies of fresh water
Contextual issues	[all categories] • navigation and activity-specific abilities and fitness levels • time of year • availability of resources ○ water ○ campsites ○ rest stops • type of terrain or features of the location • access and escape routes • group size • natural protection or shelter • land management and legislative requirements
Distance estimations	[all categories relevant to activity context] • pacing • time • relation to features
Map	[all categories relevant to activity context] • topographic • hydrographic • aerial photographs • charts
Navigation data sheet	[all categories relevant to activity] • may include ○ grid reference points ○ grid and magnetic bearings ○ distances ○ estimated travelling times ○ height gain/loss ○ gradient ○ identifiable features ○ escape routes

Navigation techniques	[all categories] • includes but is not limited to ○ linear features ○ point features ○ attack points ○ aiming off ○ collecting features ○ spiral search ○ sweep search ○ backbearings and resections ○ use of Global Positioning Systems (GPS)
Obstacles	[all categories relevant to location of activity] • thick vegetation • drops and climbs • marshes and bogs • fog • rivers, lakes and dams
Suitable sources of information	[all categories] • guide books • local inhabitants • peers
Surroundings	[all categories relevant to location of activity] • ground/land • bodies of water • beacons and markers • natural formations • landmarks
Symbols and information	[all categories] • grid lines and numbers • contour lines • magnetic variation • scale • map legend • topographic features • markers and beacons • water depth
Trackless areas	[one category] • areas where all of the following occur ○ 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) ○ the possibility for changes in weather and visibility exists (These align to Class 5 Tracks within the Australian Standard for Walking Tracks AS 2156.1. Standards Australia 2001) • areas of water where there are few obvious visible landmarks and the craft can be affected by wind and/or currents and tides

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 ability to apply knowledge and skills to independently navigate in an activity-specific context in reasonable weather conditions in untracked areas in the workplace - Assessment of performance should be over a minimum of three (3) occasions in differing locations, terrain and conditions that are applicable to navigating in difficult or trackless areas within an activity-specific context in the learner's environment - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply varying navigation skills and techniques to different locations/types of location within an activity-specific context - navigate in areas with different hazards, obstacles and topographic features
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) - Relevant units specific to participation in a particular outdoor activity
Required knowledge and skills	- Required knowledge - Advantages and disadvantages of different map/chart types and sources of error - Interpretation of map/chart symbols and features - Use of a compass and factors that affect their accuracy - Route planning and issues that should be considered - Estimation of travelling time for different terrain/conditions - Techniques for estimating distance travelled - Backbearings and resections and their application to determining position - Techniques to navigate around obstacles - Required skills - Problem solving to navigate around obstacles - Literacy and numeracy to calculate bearings and complete route plans - Map reading and compass use - Observation of surroundings - Decision making to determine the most suitable route
Resource implications	- Physical resources - assessment of this unit of competency requires access to - suitable outdoor activity locations/venues - maps or charts - data sheet - compass - watch - Global Positioning System (GPS)

	- 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., SRONAV003B - 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 differing terrain/location types, situations, this unit of competency must be assessed over a minimum of three (3) occasions in differing locations, terrain and conditions in order to ensure consistency of performance over the Range Statements and contexts applicable to navigating in difficult or trackless areas within an activity-specific context in the learner's environment
Context for assessment	- This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated in a real or simulated work environment whilst conducting navigation in an outdoor activity - 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	3	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 - Sourcing adequate maps for the activity area • Communicating ideas and information - Obtaining additional information from locals • Planning and organising activities - Planning and navigating routes • Working with teams and others - Participating in outdoor recreation activities with others • Using mathematical ideas and techniques - Calculating distances from a map • Solving problems - Dealing with navigational errors • Using technology - Using Global Positioning Systems (GPS) Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SRONAV003B	NAVIGATE IN UNMODIFIED LANDSCAPES IN EXTREME ENVIRONMENTAL CONDITIONS
NAV	Navigation

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

This unit covers the knowledge and skills required to conduct navigation in unmodified landscapes where extreme environmental conditions and/or poor visibility are likely to occur and the activity participants need to operate independently.

Unmodified landscapes are those which are totally natural and there are no modifications to the natural surface so that track alignment is indistinct, there is 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 activity.

This unit incorporates the unit SRONAV002B Navigate in difficult or trackless areas, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Use a map	1.1 Select the type of map(s) suitable for the activity 1.2 Identify possible sources of error and inaccuracies on the map 1.3 Identify symbols and information contained on the map that may be used in navigation 1.4 Identify the way in which relevant symbols and information on the map can be used in navigation
2 Use a compass	2.1 Identify the essential features of a compass 2.2 Demonstrate the manner in which a compass is used to maintain a designated course 2.3 Demonstrate how compass use reflects understanding of the factors that affect accuracy
3 Plan a route in unmodified landscapes	3.1 Apply symbols and information contained on the map to plan an efficient route/course suitable to navigation and activity-specific abilities 3.2 Obtain additional information to assist in the preparation of a navigation data sheet from the map and from other suitable sources of information 3.3 Identify hazards in extreme environmental conditions 3.4 Consider other contextual issues in the planning of a route 3.5 Prepare a navigation data sheet /route card 3.6 Identify emergency or contingency escape routes 3.7 Consider environmental impact issues in the planning of a route
4 Navigate in unmodified landscapes in poor visibility and/or extreme environmental conditions	4.1 Maintain orientation of map to surroundings 4.2 Identify possible sources of navigation error in specific locations 4.3 Demonstrate combined use of map , compass and other techniques whilst following a route in unmodified landscapes 4.4 Demonstrate techniques for distance estimations of travel in the absence of identifying features 4.5 Maintain the designated course whilst bypassing obstacles 4.6 Demonstrate maintenance of a course in extreme environmental conditions and/or poor visibility 4.7 Fix position accurately and regularly using a combination of appropriate navigation techniques 4.8 Demonstrate an efficient route choice for the surroundings and conditions

	4.9 Demonstrate suitable combinations of <i>navigation techniques</i> to fix position and identify unknown features when lost

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
Distance estimations	[all categories] • pacing • time
Hazards in extreme environmental conditions	• may include ○ river crossings and rising water levels ○ open water crossings ○ cliff lines ○ wet and slippery rocks ○ extreme heat ○ extreme cold ○ fog and mist ○ snow ○ severe storms/squalls ○ strong winds ○ heavy rain ○ currents ○ man-made features
Map	[all categories] • topographic • aerial photographs
Navigation data sheet	[all categories] • may include ○ grid reference points ○ grid and magnetic bearings ○ distances ○ estimated travelling times ○ height gain/loss ○ gradient ○ identifiable features ○ escape routes
Navigation techniques	[all categories] • use of compass • linear features • point features • attack points • aiming off

	- collecting features - spiral search - sweep search - backbearings and resections - use of Global Positioning Systems (GPS) - use of stars and sun - use of natural features
Obstacles	[all categories relevant to location of activity] - thick vegetation - drops and climbs - marshes and bogs - fog - rivers, lakes and dams
Other contextual issues	[all categories] - navigation and activity-specific abilities - available clothing, equipment and resources - fitness levels - type of terrain or features of the location - access and escape routes - group size - natural protection or shelter
Suitable sources of information	[all categories] - guide books - local inhabitants - peers - local clubs
Symbols and information	[all categories] - grid lines and numbers - contour lines - magnetic variation - scale - map legend - topographic features
Unmodified landscapes	- an area where all of the following occur - 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 poor visibility (These align to Class 6 Tracks within the Australian Standard for Walking Tracks)

	AS 2156.1. Standards Australia 2001)

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 navigation techniques and route planning in unmodified landscapes in circumstances where extreme environmental conditions may occur • Assessment of performance should be over a minimum of three (3) occasions covering all categories from the Range Statements that are applicable to navigating in unmodified landscapes within an activity-specific context in the learner's environment • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ independently navigate in an activity-specific context in unmodified landscapes ○ navigate in extreme weather conditions/poor visibility ○ apply varying navigation skills and techniques relevant to the context to different remote locations/types of location within an activity-specific context ○ navigate in areas with different hazards, obstacles and topographic features
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) ○ Relevant units specific to participation in a particular outdoor activity
Required knowledge and skills	• Required knowledge ○ Factors affecting navigation techniques in extreme environmental conditions ○ Map types and sources of error ○ Use of a compass and factors that affect their accuracy ○ Route planning and issues that should be considered in extreme environmental conditions ○ Estimation of travelling times in unmodified landscape and/or difficult terrain/conditions ○ Techniques for estimating distance travelled in poor visibility ○ Backbearings and resections ○ Techniques to navigate around obstacles • Required skills ○ Problem solving ○ Maintenance of a compass bearing in poor visibility and/or extreme conditions ○ Observation of surroundings ○ Decision making
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ suitable outdoor activity locations/venues ○ maps

	○ compass ○ watch ○ data sheet ○ Global Positioning System (GPS) • 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 differing terrain/location types, situations, this unit of competency must be assessed over a minimum of three (3) occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to navigating in unmodified landscapes in situations where extreme environmental conditions may occur
Context for assessment	• This unit of competency must be assessed in the context of an outdoor recreation activity in unmodified landscapes. Competency in extreme environmental conditions/poor visibility may be demonstrated in a real or simulated environment whilst participating in an outdoor activity • 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	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 - Sourcing adequate maps for the activity area • Communicating ideas and information - Obtaining additional information from locals • Planning and organising activities - Planning and navigating routes • Working with teams and others - Participating in outdoor recreation activities with others • Using mathematical ideas and techniques - Calculating distances from a map • Solving problems - Dealing with navigational errors • Using technology - Using maps and compass Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

TDTH197C	INTERPRET ROAD MAPS AND NAVIGATE PRE-DETERMINED ROUTES
NAV	Navigation

DESCRIPTION: This unit involves the skills and knowledge required to interpret road maps and navigate routes as part of transport operations, including identifying and determining the appropriate route, and completing required route documentation in accordance with operational requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Identify and determine the pre-determined route	1.1 Documentation on the pre-determined route is accessed and interpreted 1.2 Relevant street directory and/or road maps are identified and accessed 1.3 Street directory and road map symbols are recognised and interpreted 1.4 Points of departure and destination are identified in a directory index and information used to locate the places on the appropriate map 1.5 Directions for a pre - determined route are interpreted and the route traced using a street directory and road map 1.6 Key intersections and other landmarks along the route are identified for use in following the planned route 1.7 Alternative routes are identified for possible contingency situations such as emergencies or traffic delays 1.8 Pre-determined route is correctly followed
2 Complete necessary documentation	2.1 Required route documentation is completed in accordance with purpose of transportation and workplace requirement

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
General context	• work must be carried out in compliance with the regulations of the relevant State/Territory roads and traffic authority • work is performed under general or limited supervision • work involves the application of the basic map reading principles and procedures when interpreting street directories and road maps and following pre-determined routes as part of transport operations
Worksite environments	• this unit covers work of transport and distribution personnel involved in the delivery of a range of possible goods and materials, including valuables, secured products and documents and materials • operations may be conducted in a range of work environments and weather conditions by day or night • customers may be internal or external • routes will be pre-determined by may include alternative routes to accommodate contingency situations • map areas may include ○ metropolitan areas ○ country and regional areas ○ interstate locations • dependent on the type of transport service being provided, consultative processes may involve ○ clients ○ other employees and supervisors ○ management ○ other professional or technical staff ○ private security personnel ○ public sector security personnel ○ police and other emergency services ○ security consultants • communication in the work area may include ○ mobile and fixed phones ○ radio ○ oral, aural or signed communications • dependent on the type of organisation concerned and the local terminology used, workplace procedures may include • company procedures ○ enterprise procedures ○ organisational procedures ○ established procedures
Sources of information/documents	• information/documents may include ○ workplace procedures and policies ○ route specifications ○ maps and street directories ○ published information on route hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route

	○ competency standards and training materials ○ suppliers and/or client route documentation ○ quality assurance procedures ○ emergency procedures
Applicable regulations and legislation	• Applicable regulations and legislation may include ○ relevant State/Territory road rules and traffic acts ○ regulations and codes related to the transport of dangerous goods, explosives and hazardous materials
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 and skills required to interpret road maps and navigate routes as part of transport 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 ○ locate, interpret and apply relevant maps, route requirements and related information ○ identify and follow a pre-determined route ○ develop appropriate alternative routes in the event of contingency situations ○ complete required workplace records and documentation
Interdependent assessment of units	• This unit must be assessed after 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) ○ Other units that form part of a worker's job function
Required knowledge and skills	• Required knowledge ○ Relevant State/Territory permit and licence regulations and requirements ○ Operational procedures for interpreting road maps and navigating routes ○ Knowledge that may be required when interpreting pre-determined routes or developing contingency routes, including ▪ road conditions for various routes, including sections undergoing road works ▪ height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route ▪ traffic conditions at various times of the day along specific routes ▪ security hazards and issues (where relevant) ▪ current information on accidents or emergencies that might close or restrict traffic on a particular route ▪ location of service stations/rest stops where relevant ○ Workplace requirements for recording and documenting route information • Required skills ○ Ability to identify and correctly use maps and other route documentation, including ▪ identification of town and suburb locations ▪ identification of roads and intersections ▪ reading and interpretation of map symbols ▪ estimation of route distances using map information ○ Ability to plan for alternative routes in the event of contingencies such as road works, emergencies or delays ○ Ability to plan own work including predicting consequences and

	- identifying improvements - Ability to modify activities dependent on differing workplace contexts, risk situations and environments
Resource implications	- Physical resources - assessment of this competency requires access to - pre-determined routes in an appropriate range of transport contexts - 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	- Applies underpinning knowledge and skills when - locating, interpreting and applying relevant maps, route requirements and related information - identifying and following a pre-determined route - developing appropriate alternative routes in the event of contingency situations - completing required workplace records and documentation - Shows evidence of application of relevant workplace procedures including - relevant road transport regulations and codes - workplace procedures and instructions concerning the following of pre-determined transport routes - following guidelines and instructions relating to use of maps and street directories - applying quality assurance procedures (where existing) - following security procedures - Action is taken promptly to report any difficulties in interpreting and/or following a pre-planned route in accordance with workplace procedures - Performance is demonstrated consistently over a period of time and in a suitable range of contexts - Work is completed systematically with required attention to detail without damage to goods, equipment or personnel
Context for assessment	- This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace - This unit of competency should be assessed through the 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 - Assessment methods - As a minimum, assessment of knowledge must be conducted

	through appropriate oral and/or written questioning ○ Appropriate practical assessment must occur ▪ at the registered training organisation, and/or ▪ in an appropriate work situation ○ Participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to interpret and navigate pre-determined routes

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	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.						

TDTH297C	PLAN AND NAVIGATE ROUTES
NAV	Navigation

DESCRIPTION: This unit involves the skills and knowledge required to plan and navigate routes as part of transport operations, including interpreting information from a road map or street directory, planning the most appropriate route taking into account pertinent factors, and completing required trip documentation in accordance with operational requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Interpret street maps	1.1 Symbols in a street directory and road map are recognised and interpreted 1.2 Places are identified in a directory index and the information used to locate the places on the appropriate map
2 Plan routes	2.1 Given a location and a destination, the most direct and alternative routes between two points are identified using a map 2.2 A suitable route is selected to ensure most efficient, safe, secure and legal transport operation taking into account relevant criteria for the transport operation concerned
3 Follow planned route	3.1 Planned route is correctly followed with the aid of the street directory and road map 3.2 Where relevant, geographic regions, tourism features and other places of interest are identified 3.3 Required route documentation is completed in accordance with purpose of transportation and enterprise requirements 3.4 Parking procedures are observed in accordance with <i>enterprise procedures and relevant legislative requirements</i>

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
General context	- work must be carried out in compliance with the regulations of the relevant State/Territory roads and traffic authority - work is performed under general or limited supervision - work involves the application of the map reading principles and procedures to the planning and navigation of routes as part of transport operations route
Worksite environment	- this unit covers work of transport and distribution personnel involved in the delivery of a range of possible goods and materials, including valuables, secured products and documents and materials - operations may be conducted in a range of work environments and weather conditions by day or night - customers may be internal or external - routes will be planned in accordance with workplace guidelines with the development where required of alternative routes to accommodate contingency situations - map areas may include - metropolitan areas - country and regional areas - interstate locations - route criteria may include - potential hazards - potential road conditions - traffic conditions and flow - workplace operating procedures and requirements - the class of vehicle involved - the type of load being carried - the availability of rest stops along the way - potential hazards may include - height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route - accidents and emergencies - extreme weather conditions - security risks - dependent on the type of transport service being provided, consultative processes may involve - clients - other employees and supervisors - management - other professional or technical staff - private security personnel - public sector security personnel - police and other emergency services - security consultants - communication in the work area may include - mobile and fixed phones - radio

	○ oral, aural or signed communications • dependent on the type of organisation concerned and the local terminology used, workplace procedures may include • company procedures ○ enterprise procedures ○ organisational procedures ○ established procedures
Sources of information/documents	• information/documents may include ○ workplace procedures and policies ○ route specifications ○ maps and street directories ○ published information on route hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route ○ competency standards and training materials ○ suppliers and/or client route documentation ○ quality assurance procedures ○ emergency procedures
Applicable regulations and legislation	• Applicable regulations and legislation may include ○ relevant State/Territory road rules and traffic acts ○ regulations and codes related to the transport of dangerous goods, explosives and hazardous materials
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 and skills required to plan and navigate routes as part of transport 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 ○ determine route requirements in terms of departure point, destination and other critical route information ○ identify potential hazards associated with the goods to be transported and the routes, timing and destinations ○ locate, interpret and apply relevant maps and related route information and resources ○ develop an appropriate transport route in accordance with requirements and workplace procedures ○ develop alternative routes that could be taken in the event of possible contingency situations ○ complete required workplace records and documentation
Interdependent assessment of units	• This unit must be assessed after 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) ○ Other units that form part of a worker's job function
Required knowledge and skills	• Required knowledge ○ Relevant State/Territory permit and licence regulations and requirements ○ Operational procedures for planning and navigating transport routes ○ Knowledge that may be required when planning or navigating transport routes or developing contingency routes, including ▪ road conditions for various routes, including sections undergoing road works ▪ height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route ▪ known traffic hazards at various times of the day along specific routes ▪ security hazards and issues (where relevant) ▪ current information on accidents or emergencies that might close or restrict traffic on a particular route ▪ location of service stations/rest stops where relevant ○ Workplace requirements for recording and documenting route information • Required skills ○ Ability to identify and correctly use maps and other route documentation, including ▪ identification of town and suburb locations ▪ identification of roads and intersections

	▪ reading and interpretation of map symbols ▪ estimation of route distances using map information ○ Ability to plan for alternative routes in the event of contingencies such as road works, emergencies or delays ○ Ability to plan own work including predicting consequences and identifying improvements ○ Ability to modify activities dependent on differing workplace contexts, risk situations and environments
Resource implications	• Physical resources - assessment of this competency requires access to ○ a range of exercises, case studies and other real and simulated practical and knowledge assessments to be participated in that demonstrate the skills and knowledge to plan and navigate a transport routes, and/or ○ pre-determined routes to be planned and navigated in an appropriate range of transport contexts • 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	• Applies underpinning knowledge and skills when ○ determining route requirements in terms of departure point, destination and other critical route information ○ identifying potential hazards associated with the goods to be transported and the routes, timing and destinations ○ locating, interpreting and applying relevant maps and related route information and resources ○ developing and appropriate transport route in accordance with requirements and workplace procedures ○ developing alternative routes that could be taken in the event of possible contingency situations ○ completing required workplace records and documentation • Shows evidence of application of relevant workplace procedures including ○ relevant road transport regulations and codes ○ workplace procedures and instructions concerning the following of pre-determined transport routes ○ following guidelines and instructions relating to use of maps and street directories ○ applying quality assurance procedures (where existing) ○ following security procedures • Action is taken promptly to report any difficulties in interpreting and/or following a pre-planned route in accordance with workplace procedures • Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment	• This unit of competency must be assessed in the context of a sport or recreation activity. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace • This unit of competency should be assessed through the 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 • Assessment methods ○ As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning ○ Appropriate practical assessment must occur ▪ at the registered training organisation, and/or ▪ in an appropriate work situation

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	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.						

OUTDOOR RECREATION

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SROODR001A	APPLY BASIC OUTDOOR RECREATION LOGISTICS
ODR	Outdoor recreation

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

This unit covers the basic knowledge and skills to plan and participate in supervised outdoor activities of limited duration in a team environment in situations where extreme environmental conditions are not likely to occur. This unit addresses the basic principles, knowledge and skills to plan general (non-activity-specific) requirements for participation in outdoor activities under supervision. Activity-specific aspects of clothing and equipment selection are addressed in activity-specific units.

ELEMENT	PERFORMANCE CRITERIA
1 Make logistical arrangements	1.1 Select an activity site/location which meets personal objectives and determine its suitability for others participating in the activity 1.2 Apply information provided about the local area to assist in the planning process 1.3 Comply with statutory and organisational procedures (as specified by supervisor) 1.4 Identify and select, where appropriate, specific sites within the designated activity location for use with reference to minimal impact on the environment 1.5 Identify hazards associated with the activity and apply risk minimisation procedures as advised by supervisor during the planning and preparation process to ensure personal safety
2 Select and use suitable outdoor equipment	2.1 Identify equipment needs after consideration of contextual issues 2.2 Identify sources of equipment according to needs 2.3 Organise equipment a suitable time prior to the activity to allow for checking 2.4 Check equipment to ensure that it is in good working order and confirm its suitability to individual needs and conditions 2.5 Where required, prepare equipment for transportation to activity location in a manner to minimise loss or damage 2.6 Use equipment in accordance with supervisor's directions, manufacturer's recommendations and operational procedures 2.7 Adjust and fit equipment , where necessary, to ensure comfort and safety 2.8 Monitor equipment for damage during use and prior to storage and refer damaged equipment to the appropriate person 2.9 Store equipment in a suitable manner according to organisational procedures and supervisor's directions
3 Identify, plan and monitor food requirements	3.1 Identify factors affecting the choice of food within the activity constraints 3.2 Ensure menu planning and preparation is appropriate for dietary requirements and personal tastes within the activity constraints 3.3 Address perishability of various foods, packaging and storage considerations when planning food requirements 3.4 Identify and plan for emergency food requirements 3.5 Maintain food intake, based on principles of nutrition and energy requirements for conditions and type of activity
4 Identify and plan for water needs and usage	4.1 Identify elements to consider when estimating fluid needs and determine fluid requirements for the particular activity 4.2 Identify the location of water sources accessible during the activity and determine the need for water purification 4.3 Obtain and operate resources, where required, for water purification

	appropriate to the water source 4.4 Prepare water for carrying and storage in a manner appropriate to the activity and to minimise potential breakage of container
5 Identify and plan clothing requirements	5.1 Identify causes of heat loss and heat exhaustion/heat stroke during an activity 5.2 Select clothing suitable to the activity, based on consideration of contextual issues
6 Participate in an outdoor activity	6.1 Comply with statutory and/or organisational procedures as outlined by supervisor 6.2 Establish temporary sites, where required, to ensure comfort, safety and minimal impact

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 constraints	[all categories] - all factors which may impact upon food, water and general equipment requirements within an outdoor activity, including - weight constraints - carrying capacity - cooking method available - water availability - length/duration of activity - temperature/season - budget
Contextual issues	[all categories] - includes all factors which may impact upon an outdoor activity - season - activity location - time of day - weather - length of activity - participant size and ability - weight constraints of activity - destination - condition of terrain, activity location or medium - group needs - level of supervision - budget
Equipment	[all categories] - includes but is not limited to all aspects of non activity-specific equipment required for participation in outdoor activities such as - general outdoor equipment, eg, backpacks, sleeping bags - personal equipment, eg, clothing, toiletries - safety equipment, eg, first aid kit, communications equipment - group equipment, eg, tents, stoves
Hazards	[all categories] - potential terrain hazards - environmental hazards, eg, heat, cold, rain, snow, flood, fire, storms, ice - people hazards - equipment failure
Planning process	[all categories]

	• access ○ start ○ finish ○ emergency • transport • viability • weather considerations • environmental factors
Statutory and organisational procedures	[all categories] • include ○ permits from management authorities ○ authority/permission from landowners ○ documented operating procedures and organisation/enterprise policies
Temporary sites	[all categories] • includes sites used as ○ rest stops ○ activity sites ○ temporary or overnight shelter

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 selection and preparation of general equipment required for participation in outdoor recreation activities (from a limited range provided) ○ food, fluid and clothing requirements for participation in outdoor activities • Assessment of performance should be over a minimum of two (2) different occasions covering all prescribed categories from the Range Statements that are applicable to planning for and participation in outdoor activities under supervision in conditions as specified in the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the context of the outdoor recreation activities ○ plan for safe participation ○ assess contextual issues and activity constraints whilst planning ○ select and use suitable clothing and equipment from the range provided by supervisors or indicated in checklists ○ maintain physiological well-being in the range of environmental contexts encountered during outdoor recreation activities ○ identify hazards and take appropriate action to minimise the risk of injury ○ comply with statutory and organisational 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) ○ SROOPS006B Use and maintain a temporary or overnight site
Required knowledge and skills	• Required knowledge (at a level to undertake supervised activities) ○ Minimal impact codes and practices ○ Factors that affect physiological well-being to assist in the planning of food, water and clothing ○ Factors affecting the selection of general equipment used in outdoor activities (eg, advantages, disadvantages, construction features, cost, ability to repair, etc) ○ Dietary requirements when participating in outdoor activities, and the types of food which can supply these requirements ○ Types of food available to suit activity constraints ○ Types of cooking apparatus available for use in outdoor activities, their advantages and disadvantages ○ Clothing requirements for outdoor activities and general principles affecting clothing selection, eg, layering principle, protective clothing ○ Hazard identification in order to apply risk minimisation strategies as advised by supervisor ○ General land management and legislative requirements which

	○ may apply to participation in outdoor activities ○ Use of general equipment in an outdoor recreation context ▪ torches ▪ tents ▪ backpacks ▪ water bottles ○ Water purification methods and equipment ○ Effects of weather conditions on performance and requirements ○ Contents for first aid kits used in outdoor activities ○ Communication techniques used in outdoor activities • Required skills (at a level to undertake supervised activities) ○ Food preparation in an hygienic manner in an outdoor environment ○ Cooking on fires/fuel stoves ○ Use of basic communications equipment under supervision
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ general outdoor equipment ▪ tents ▪ stoves ▪ torches ▪ raincoats ○ general outdoor clothing ○ associated resources and information on typical outdoor activity locations/venues • 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 SROODR002B ○ 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 variations in 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 applying general principles of participation in outdoor activities under supervision
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of participation in a real outdoor activity • 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 - Selecting a suitable activity site/location • Communicating ideas and information - Notifying land managers and accessing permits • Planning and organising activities - Planning equipment needs and source • Working with teams and others - Organising group equipment requirements • Using mathematical ideas and techniques - Calculating food and water requirements • Solving problems - Selection of equipment and food/water requirements within activity constraints (eg, weight limitations) • Using technology - Using the internet to access information about activity sites/locations Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROODR002A	PLAN OUTDOOR RECREATION ACTIVITIES
ODR	Outdoor recreation

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

This unit covers the knowledge and skills to independently plan and participate unsupervised in outdoor activities within a team environment in situations where extreme environmental conditions are not likely to occur. This unit addresses the basic principles, knowledge and skills to plan general (non activity-specific) requirements for participation in outdoor recreation activities. Activity-specific aspects of clothing and equipment selection are addressed in activity-specific units.

This unit incorporates the unit SROODR001A Apply basic outdoor recreation logistics, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Make logistical arrangements	1.1 Evaluate the suitability of a range of possible activity sites/locations to select one which is appropriate to personal objectives 1.2 Source and apply local area knowledge to assist in the planning process 1.3 Identify and comply with statutory and organisational procedures 1.4 Identify and select where appropriate, specific sites within the designated activity location for use with reference to minimal impact on the environment 1.5 Identify hazards associated with the activity and implement risk minimisation procedures within the control of the participant during the planning and preparation
2 Select and use suitable outdoor equipment	2.1 Identify equipment needs after consideration of contextual issues 2.2 Identify and evaluate sources of equipment according to needs 2.3 Source equipment a suitable time prior to the activity to allow for checking 2.4 Check equipment for serviceability to ensure that it is in good working order 2.5 Confirm suitability of equipment to individual needs and conditions 2.6 Prepare equipment for transportation to activity location in a manner to minimise loss or damage 2.7 Use equipment in accordance with operational procedures and/or manufacturer's recommendations to ensure that design limits are not exceeded 2.8 Adjust and fit, where necessary, equipment to ensure comfort and safety 2.9 Monitor equipment for wear and damage during use and prior to storage and refer damaged equipment to the appropriate person 2.10 Store equipment in a suitable manner according to organisational procedures and/or manufacturer's recommendations
3 Identify, plan and monitor food requirements	3.1 Analyse food requirements and apply this analysis to select and maintain intake, based on principles of nutrition and energy requirements for conditions and type of activity 3.2 Ensure menu planning and preparation is appropriate for dietary requirements and personal tastes within the activity constraints 3.3 Apply knowledge of the range of food products available to select food which is most appropriate based on perishability, packaging and storage considerations 3.4 Identify and plan for emergency food requirements
4 Identify and plan for water needs and usage	4.1 Calculate fluid requirements, based on the requirements of a particular activity 4.2 Identify elements to consider when calculating fluid requirements

	4.3 Access information on water purification techniques appropriate to the water source 4.4 Outline the range of water purification techniques available and demonstrate use of purification resources appropriate to the water source 4.5 Prepare water for carrying and storage in a manner appropriate to the activity and to minimise potential breakage of container
5 Identify and plan clothing requirements	5.1 Identify causes of heat loss and heat exhaustion /stroke during an activity 5.2 Select clothing suitable to the activity, based on consideration of contextual issues, as well as a knowledge of the principles of clothing selection and an application of knowledge of the features and limitations of different fabrics
6 Participate in an outdoor activity	6.1 Determine and comply with statutory and organisational procedures applicable to the activity and activity site/location 6.2 Establish temporary sites, where required, to ensure comfort, safety and minimal impact
7 Deal with non-routine situations	7.1 Assess the non-routine situation and establish the need for improvised equipment or techniques 7.2 Identify current resources that can be used for improvised techniques or equipment 7.3 Ensure consideration is given to the ability to acquire new or additional resources 7.4 Evaluate the ability to improvise with current resources whilst maintaining the safety of the activity 7.5 Demonstrate the ability to improvise equipment and/or techniques to deal with non-routine situations 7.6 Modify the activity, where necessary, to accommodate the use of improvised equipment or circumstances

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 constraints	[all categories] - all factors which may impact upon food and water requirements within a particular activity, including - weight constraints - carrying capacity - cooking method available - water availability - length/duration of activity - temperature/season - budget
Contextual issues	[all categories] - includes all factors which may impact upon the particular activity - season - activity location - time of day - weather - length of activity - participant size and ability - weight constraints of activity - destination - condition of terrain, activity location or medium - group needs - unsupervised
Equipment	[all categories] - includes all aspects of general outdoor equipment required for participation - general outdoor equipment, eg, tents, backpacks, stoves, torches - personal equipment, eg, jackets, raincoats - safety equipment, eg, first aid kit - group equipment, eg, communications
Hazards	[all categories] - potential terrain hazards - environmental hazards - heat - cold - rain - snow - flood

	○ fire ○ storms ○ ice • people hazards • equipment failure
Improvised equipment	[all categories] • repaired equipment • protective clothing • shelters • first aid resources, eg, slings, bandages • emergency response resources, eg, stretchers, splints
Non-routine situations	[all categories] • may include ○ lost or damaged equipment ○ unseasonal weather conditions ○ injuries ○ emergencies ○ communication breakdowns ○ phobias and panic in other group members ○ characteristics of other group members ▪ weight ▪ size ▪ physical ability ▪ cultural background
Planning process	[all categories] • access ○ start ○ finish ○ emergency • transport • viability • weather considerations • environmental factors
Statutory and organisational procedures	[all categories] • include ○ permits from management authorities ○ authority/permission from landowners ○ documented operating procedures and organisation/enterprise policies
Temporary sites	[all categories] • includes sites used as ○ rest stops ○ activity sites

	○ temporary or overnight shelter

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 selection and preparation of equipment and its use, as well as food, fluid and clothing requirements for independent participation in outdoor recreation activities • Assessment of performance should be over a minimum of three (3) different occasions covering all prescribed categories from the Range Statements that are applicable to planning for and participation in outdoor activities independently in conditions as specified in the Range Statements in a range of typical weather conditions at a range of different locations or sites • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ apply knowledge of factors affecting the context in order to plan for safe participation ○ apply in-depth knowledge of equipment and clothing suitable to different contexts ○ discriminate between features of relevant equipment and clothing ○ define requirements for specific needs ○ select the most appropriate equipment, food and clothing ○ plan for contingencies ○ operate independently (as part of a group or team) in both routine and predictable non-routine situations ○ use knowledge of equipment to select and use that which is most appropriate in different contexts ○ establish and maintain in a safe manner all categories of temporary site relevant to outdoor recreation participation, minimising environmental impact ○ maintain personal physiological well-being during activities in a range of typical weather conditions
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) ○ SROOPS003B Apply weather information ○ SRONAV002B Navigate in difficult or trackless areas
Required knowledge and skills	• Required knowledge (at a level to undertake activities independently) ○ Minimal impact codes and practices ○ Factors that affect physiological well-being to assist in the planning of food, water and clothing ○ Factors affecting the selection of general equipment used in outdoor activities ▪ advantages ▪ disadvantages ▪ construction features ▪ cost ▪ ability to repair

	○ Dietary requirements when participating in outdoor activities, and the types of food which can supply these requirements ○ Types of food available to suit activity constraints ○ Types of cooking apparatus available for use in outdoor activities, their advantages and disadvantages ○ Clothing requirements for outdoor activities and general principles affecting clothing selection, eg, layering principle, protective clothing ○ Hazard identification in order to develop and apply risk minimisation strategies ○ General land management and legislative requirements which may apply to participation in outdoor activities ○ Use of general equipment in an outdoor recreation context ▪ torches ▪ tents ▪ backpacks ▪ water bottles ○ Water purification methods and equipment ○ Effects of weather conditions on performance and requirements ○ Contents for first aid kits used in outdoor activities ○ Communication techniques used in outdoor activities • Required skills (at a level to undertake activities independently) ○ Food preparation in a hygienic manner in an outdoor environment ○ Cooking on fires/fuel stoves ○ Communication strategies in an outdoor activity and use of communication equipment
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a range of general outdoor equipment, eg, tents, stoves, torches ○ a range of types of general outdoor clothing, eg, raincoats, footwear, jackets ○ associated resources and information on typical outdoor activity locations/venues and 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 this unit but preferably be competent in the unit at the level above, i.e., SROODR003A ○ 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 variations in contextual issues, 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 applying general principles

	of independent participation in outdoor activities
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of participation in a real outdoor recreation activity • 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	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 - Evaluating possible activity sites/locations to determine the most appropriate within the particular contextual issues • Communicating ideas and information - Liaising with land managers in order to comply with statutory requirements • Planning and organising activities - Planning equipment needs, sources of equipment and most appropriate equipment for the site/location • Working with teams and others - Planning and organising group equipment requirements • Using mathematical ideas and techniques - Calculating food and water requirements • Solving problems - Selecting equipment and clothing which meets activity constraints (eg, weight constraints) but which adequately maintains physiological well-being • Using technology - Using technology to access information about activity sites/locations Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROODR003A	PLAN OUTDOOR RECREATION ACTIVITIES (ADVANCED)
ODR	Outdoor recreation

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

This unit covers the knowledge and skills to independently plan and participate in outdoor activities within a team environment

- a) where extreme environmental conditions could potentially occur; and/or
- b) at a diversity of locations; and/or
- c) for extended periods (three days or more).

This unit addresses the general principles, whilst activity-specific aspects of food, clothing and equipment selection and use are addressed in individual activity-specific units. This unit incorporates the unit SROODR002A Plan outdoor recreation activities, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Make logistical arrangements	1.1 Evaluate the suitability of the proposed activity site/location to personal objectives and to the objectives of peers/colleagues participating in the activity 1.2 Source and apply a comprehensive range of local area knowledge to assist in the planning process 1.3 Identify and comply with statutory and organisational procedures 1.4 Identify and select where appropriate, specific sites within the designated activity location for use with reference to minimal impact on the environment 1.5 Identify hazards associated with the activity, evaluate the likelihood of occurrence and consequences of the risk associated with each hazard and develop and implement risk minimisation procedures during the planning and preparation
2 Select and use suitable outdoor equipment	2.1 Identify equipment sources needs after consideration of contextual issues 2.2 Source equipment a suitable time prior to the activity to allow for checking and confirm equipment meets suitability of individual needs and the needs of other peers/colleagues participating in the activity 2.3 Check equipment for serviceability to ensure that it is in good working order and prepare for transportation in a manner to minimise loss or damage 2.4 Use equipment in accordance with operational procedures and/or manufacturer's guidelines to ensure that design limits are not exceeded 2.5 Adjust equipment to ensure comfort and safety 2.6 Monitor equipment for wear and damage during use and prior to storage and conduct appropriate repairs and/or refer damaged equipment to specialist repairers
3 Identify, plan and monitor food requirements	3.1 Calculate expected calorie consumption base on the length of the activity, the proposed activity site/location, the expected weather conditions and other activity constraints 3.2 Evaluate a range of possible foods and identify the most suitable food based on perishability, packaging and storage considerations and principles of nutrition and energy requirements for the conditions and type of activity 3.3 Identify the impact of a range of different possible emergency situations on the food requirements and plan for emergency food requirements
4 Identify and plan for water needs and	4.1 Identify elements to consider when calculating fluid requirements and calculate fluid requirements for a particular activity

usage	4.2 Identify possible sources of water and source information on the need for water purification 4.3 Access information on water purification techniques appropriate to the water source 4.4 Obtain and operate resources required for water purification appropriate to the water source 4.5 Identify contingency plans should water source not be reliable and/or fluid requirements are modified due to conditions 4.6 Prepare water for carrying and storage in a manner appropriate to the activity and to minimise potential breakage of container
5 Identify and plan clothing requirements	5.1 Identify causes of heat loss and heat exhaustion / heat stroke during an activity 5.2 Select clothing suitable to the activity, based on consideration of contextual issues, as well as a knowledge of the principles of clothing selection and an application of extensive knowledge of the features and limitations of different fabrics
6 Participate in an outdoor activity	6.1 Determine and comply with statutory and organisational procedures applicable to the activity and activity location/site 6.2 Establish temporary sites, where required, to ensure comfort, safety and minimal impact
7 Deal with non-routine situations	7.1 Assess the non-routine situation and establish the need for improvised equipment or techniques 7.2 Identify current resources that can be used for improvised techniques or equipment 7.3 Ensure consideration is given to the ability to acquire new or additional resources 7.4 Evaluate the ability to improvise with current resources whilst maintaining the safety of the activity 7.5 Demonstrate the ability to improvise equipment and/or techniques to deal with non-routine situations 7.6 Modify the activity, where necessary, to accommodate the use of improvised equipment or circumstances

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 constraints	[all categories] - all factors which may impact upon food and water requirements within a particular activity, including - weight constraints - carrying capacity - cooking method available - water availability - length/duration of activity - temperature/season - budget
Contextual issues	[all categories] - includes all factors which may impact upon the particular activity - season - activity location - time of day - weather - length of activity - participant size and ability - weight constraints of activity - destination - condition of terrain, activity location or medium - group needs - unsupervised
Equipment	[all categories] - includes all aspects of general (non activity-specific) equipment required for participation - general outdoor equipment, eg, tents, backpacks, stoves, torches - personal equipment, eg, jackets, raincoats - safety equipment, eg, first aid kit - group equipment, eg, communications
Hazards	[all categories] - potential terrain hazards - environmental hazards - heat - cold - rain - snow - flood

	○ fire ○ storms ○ ice • people hazards • equipment failure
Improvised equipment	[all categories] • repaired equipment • protective clothing • shelters • first aid resources, eg, slings, bandages • improvised equipment • emergency response resources, eg, stretchers, splints
Non-routine situations	[all categories] • may include ○ lost or damaged equipment ○ unseasonal weather conditions ○ injuries ○ emergencies ○ communication breakdowns ○ phobias and panic in other group members ○ characteristics of other group members ▪ weight ▪ size ▪ physical ability ▪ cultural background
Statutory and organisational procedures	[all categories] • include ○ permits from management authorities ○ authority/permission from landowners ○ documented operating procedures and organisation/enterprise policies
Temporary sites	[all categories] • includes sites used as ○ rest stops ○ activity sites ○ temporary or overnight shelter

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 an extensive range of possible equipment and its use and the factors influencing the selection and preparation of equipment, food, fluid and clothing requirements for participation in outdoor recreation activities - at a diversity of locations; and/or - for extended time periods; (where relevant to the activity); and/or - in extreme environmental conditions - Assessment of performance should be over a minimum of three (3) different occasions covering all prescribed categories from the Range Statements that are applicable to planning for and participation in outdoor activities in a range of extreme weather conditions and/or at a range of different locations or sites - Assessment must confirm the ability to apply this knowledge and appropriate techniques to - apply knowledge of factors affecting the context in order to plan for safe participation - apply extensive knowledge of equipment and clothing suitable in different contexts - discriminate between and apply knowledge of features of relevant equipment and clothing - define requirements for specific needs - select the most appropriate equipment, food and clothing - plan for and deal with non-routine situations and apply contingency plans - plan independently for personal requirements - operate independently (as part of a group or team) in both routine and unpredictable non-routine situations - maintain physiological well-being in outdoor recreation activities in a variety of different environmental conditions and activity constraints
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) - SROOPS004B Interpret weather conditions in the field - Units from other Fields with the Outdoor Recreation Industry Training Package
Required knowledge and skills	- Required knowledge (at a level to undertake activities independently in extreme weather conditions and/or for extended periods of time in a range of different locations) - Minimal impact codes and practices - Factors that affect physiological well-being to assist in the planning of food, water and clothing - Factors affecting the selection of general equipment used in outdoor activities - advantages

	▪ disadvantages ▪ construction features ▪ cost ▪ ability to repair ○ Dietary requirements when participating in outdoor activities, and the types of food which can supply these requirements ○ Types of food available to suit activity constraints ○ Types of cooking apparatus available for use in outdoor activities, their advantages and disadvantages ○ Clothing requirements for outdoor activities and general principles affecting clothing selection, eg, layering principle, protective clothing ○ Hazard identification in order to develop and apply risk minimisation strategies ○ General land management and legislative requirements which may apply to participation in outdoor activities ○ Use of general equipment in an outdoor recreation context ▪ torches ▪ tents ▪ backpacks ▪ water bottles ○ Water purification methods and equipment ○ Effects of weather conditions on performance and requirements ○ Contents for first aid kits used in outdoor activities ○ Communication techniques used in outdoor activities in different locations • Required skills (at a level to undertake activities independently in extreme environmental conditions and/or for extended periods) ○ Food preparation in an hygienic manner in an outdoor environment ○ Cooking on fires/fuel stoves ○ Food packaging to enable adequate storage ○ Communication strategies in an outdoor activity and use of communication equipment
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a comprehensive range of general (non activity-specific) outdoor equipment, eg, tents, stoves, torch) ○ a comprehensive range of general outdoor clothing, eg, raincoats, footwear, jackets ○ associated resources and information on outdoor activity locations/venues • 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</i>

	<i>Registered Training Organisations</i>
Consistency in performance	Due to issues such as variations in contextual issues, 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 applying general principles of participation in outdoor activities independently in extreme environmental conditions and/or over extended periods of time in a range of different locations
Context for assessment	- For valid and reliable assessment this unit of competency must be assessed in the context of participation in a real outdoor recreation activity - 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 - Collecting and evaluating information on a particular activity site/location • Communicating ideas and information - Liaising with persons to access additional local knowledge and information about a specific location or activity site • Planning and organising activities - Planning equipment, food and water needs for a specific activity for an extended period and/or for participation in extreme conditions • Working with teams and others - Planning and communicating with other peers/colleagues participating in the activity • Using mathematical ideas and techniques - Calculating food and water requirements • Solving problems - Resolving conflict during the planning phases between peers/colleagues participating in the activity • Using technology - Sourcing information on the particular activity site/location and statutory requirements Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROODR004A	ASSIST IN CONDUCTING OUTDOOR RECREATION SESSIONS
ODR	Outdoor recreation

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 planning, preparation and conduct of outdoor recreation sessions under direct supervision of a responsible person.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to plan a session	1.1 Identify sources of information 1.2 Collect as much relevant information as possible 1.3 Ensure information collected is as up-to-date and comprehensive as available sources allow 1.4 Clarify, with a responsible person, information points which are not clear 1.5 Respect clients' rights to confidentiality
2 Contribute suggestions towards planning for a session	2.1 Ensure suggestions are broadly in line with the aims of the session and clients for whom it is planned 2.2 Ensure suggestions take into account health and safety requirements 2.3 Ensure suggestions take into account available time and resources 2.4 Offer suggestions positively and without prompting 2.5 Check and confirm suggestions with a responsible person before being implemented
3 Assist in making arrangements for a session	3.1 Ensure communications are clear, accurate and contain relevant information 3.2 Carry out arrangements within the role and notify the responsible person promptly of any difficulties 3.3 Ensure any commitments made to others are kept 3.4 Maintain the goodwill of all involved by carrying out arrangements as directed in an efficient manner 3.5 Confirm final arrangements with the person responsible for the session
4 Assist in preparing clients	4.1 Portray a positive image of staff to clients 4.2 Ensure personal dress is safe and appropriate to the activity 4.3 Check, with the responsible person running the session, any aspects of the clients' dress or equipment which may be unsuitable 4.4 Assist clients to understand rules, codes and organisational/health and safety requirements 4.5 Assist clients to "warm-up" and prepare mentally for the activity 4.6 Ensure all communication are clear, accurate and appropriate to the clients 4.7 Communicate promptly basic health and safety hazards to clients and the responsible person 4.8 Refer any situations and/or occurrences outside of the area of responsibility to the responsible person
5 Help clients gain skills, techniques and knowledge	5.1 Ensure learning methods are clear and appropriate to the clients and as directed 5.2 Deal with any client queries and difficulties in an equitable and adequate manner 5.3 Motivate and encourage clients in a way which conforms to good practice in the activity 5.4 Carry out assigned duties as directed 5.5 Refer any points of knowledge, skill or technique beyond own level of ability to the responsible person

6 Assist in supervising <i>clients</i>	6.1 Monitor <i>clients</i> performance continuously and remind <i>clients</i> of the rules and codes as necessary 6.2 Remind <i>clients</i> of technique and skills as directed by the responsible person
7 Assist in preparing <i>clients</i> to end the session	7.1 Assist clients to "cool-down" 7.2 Check issued equipment for wear and tear and refer any problems detected to the responsible person 7.3 Encourage <i>clients</i> to provide feedback on <i>session</i> to the supervisor 7.4 Explain time, location and content of future <i>sessions</i> to <i>clients</i>
8 Assist in evaluating the session with supervisor	8.1 <i>Evaluate session</i> using feedback from <i>clients</i> and supervisor 8.2 Ensure feedback includes the views of the <i>clients</i> and highlights areas of possible improvement 8.3 Establish an atmosphere where feedback and suggestions are offered constructively 8.4 Identify areas where personal performance could be improved and agree on ways of obtaining this improvement

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
Aims	[all categories] • may include but not limited to ○ to enable participation ○ to meet the aims of the activity client organisation ○ individual aims of clients
Arrangements	[all categories] • equipment • access to facilities • providing advance information to clients • refreshments
Clients	[all categories] • may include but is not limited to ○ experienced ○ inexperienced ○ adults ○ children ○ school or youth groups, tourists, club members and general public ○ clients from different ethnic backgrounds ○ clients with special needs
Evaluate session	[all categories] • aims and objectives • client progress/behaviour • suitability and safety of facilities and equipment • content • structure and processes of the activity • personal performance as an assistant
Feedback	[all categories] • from clients • from supervisor • verbal • written
Information	[all categories]

	- includes but is not limited to - needs and interests of clients - numbers - ages and gender of clients - previous experience of clients - special requirements - basic rules or codes covering the activity including health and safety issues
Learning methods	[all categories] - explanation - demonstration - participation
Sessions	[all categories] - a task, game, activity, exercise or outdoor experience - may be a component of a sequenced program of individual sessions - for individuals or groups
Sources of information	[all categories] - clients - senior colleagues - organisation's standard operating procedures
Suggestions	[all categories] - content of activity - methods of working with clients - timing and sequencing of component parts of session

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 practices to assist in the planning and conduct of outdoor recreation sessions for clients • Assessment of performance should be over a minimum of three (3) different sessions with three (3) different client groups • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ wear appropriate dress ○ present clients with a positive self image of self and staff ○ stay within role/level of competence and refer points beyond level of competence to appropriate person ○ apply basic rules, codes and health and safety requirements ○ treat all clients equally ○ use motivational techniques which conform to good practice ○ carry out duties as directed ○ source relevant information from appropriate persons ○ clarify session requirements ○ carry out tasks promptly and efficiently ○ understand personal roles and responsibilities ○ offer suggestions to improve session preparation ○ maintain client confidentiality
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) ○ Activity specific competencies in an outdoor recreation activity, where required • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXOHS001B Follow defined Occupational Health and Safety policies and procedures related to the work being undertaken ○ BSBCM204A Work effectively with others
Required skills and knowledge	• Required knowledge ○ Range of information sources in order to access current information relevant to the conduct of outdoor recreation sessions ○ Organisation's hierarchy and individual's responsibilities within the hierarchy ○ Basic health and safety requirements appropriate to the session ○ Knowledge of the time and resources available within the organisation for outdoor recreation sessions ○ Organisation's policies and procedures with respect to the conduct of specific outdoor recreation sessions ○ Safe and appropriate dress and equipment for the session ○ Role/responsibilities with respect to the session and assisting clients ○ Basic techniques and skills appropriate to the session and the outdoor recreation industry ○ Boundaries of role/responsibilities and the importance of notifying supervisor/senior colleague of situations beyond current competence

	○ Basic warm up and cool down activities appropriate to the session/activity ○ Points to look for when checking equipment used for the specific activity ○ Basic standards that equipment should meet • Required skills ○ Questioning skills in order to clarify client requirements for specific outdoor recreation sessions in order for this information to be included in the planning process ○ Communication skills in order to offer suggestions during the planning process for outdoor recreation sessions and to interact with clients and colleagues ○ Numeracy and literacy skills, as required, to make session arrangements
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a real outdoor recreation environment with real clients participating in an outdoor recreation session/activity • 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 SROODR005A ○ 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) different sessions with three (3) different client groups in order to ensure consistency of performance over the Range Statements and contexts applicable to assisting in preparing and conducting outdoor recreation sessions for 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 (not peers) • The environment should be safe and free from complicated or non-routine hazards other than those normally found in an outdoor recreation activity setting • 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 - Collecting information on client numbers and equipment required • Communicating ideas and information - Providing feedback to clients during activity • Planning and organising activities - Planning equipment resources to meet group needs • Working with teams and others - Assisting supervisor in conducting activity • Using mathematical ideas and techniques - Counting equipment in and out of stores • Solving problems - Dealing with clients with special needs • Using technology - Using computers to research and plan for the activity and to access booking information Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROODR005A	GUIDE OUTDOOR RECREATION SESSIONS
ODR	Outdoor recreation

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 outdoor activity session for clients. The activity session would be within a context of limited supervision, within clearly defined contexts, eg, site-specific situations, with the guide or leader conducting activities on programs and performing other associated tasks, acting according to clearly defined Standard Operating Procedures and the organisation's documented guidelines. Persons at this level may work as an assistant with a more experienced leader in potentially non-routine or more complex activities.

Limited supervision includes working within clearly defined organisational procedures and policies with minimal on-site supervision, although restrictions may apply. Restrictions may be on the type of site, location or facility used, on the type of session conducted, on the number of clients, or on the conditions in which the session can be conducted, eg, environmental conditions, type of group.

This unit incorporates the unit SROODR004A Assist in conducting outdoor recreation sessions, and this should be taken into consideration when planning to meet pre and co-requisite requirements.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to plan a session	1.1 Identify sources of information required to plan a session 1.2 Collect as much relevant information as possible 1.3 Ensure information collected is as up-to-date and comprehensive as available sources allow 1.4 Ensure consideration is given to the full range of clients' needs 1.5 Respect clients' and organisations rights to confidentiality 1.6 Advise clients of any obvious reasons why they should not participate in a given session 1.7 Refer clients with special requirements beyond own level of responsibility to a competent person/agency
2 Produce a session plan	2.1 Ensure the plan includes aims relevant to identified needs 2.2 Ensure the plan includes tasks to meet the aims and is realistic to the clients and the resources available 2.3 Demonstrate how the plan takes account of all collected information and situational variances 2.4 Assess and confirm that session and client specific risks are within acceptable limits 2.5 Ensure the plan conforms to legislation, health and safety requirements and accepted good practice, taking into account age and stage of development of clients 2.6 Demonstrate how the plan enables everyone to take part to the best of their ability, according to their needs and avoids discrimination or stereotyping 2.7 Seek agreement on the plan with staff, clients and organisations, where relevant
3 Resource a session	3.1 Arrange a venue, equipment and resources appropriate for the session , the clients and their abilities 3.2 Modify and/or check condition of equipment for use by different client groups, where appropriate 3.3 Check resources for availability and safety prior to issuing 3.4 Arrange, where necessary, financial resources for the session 3.5 Ensure arrangements make the best use of available resources and

	minimise damage to the chosen environment 3.6 Demonstrate how arrangements are sufficiently flexible to allow the activity to be modified to meet particular needs 3.7 Confirm arrangements and resources with the appropriate staff, organisations and clients 3.8 Provide advice to clients on physical resource requirements for the session
4 Maintain clients' physical welfare	4.1 Assess client status and condition as suitable for the session immediately prior to commencement 4.2 Monitor influencing factors on the performance of the group or individual 4.3 Modify session, where necessary, based on assessment of the conditions, client status, facilities and equipment 4.4 Conduct activities within the session at a level and pace to suit the capabilities of individuals and/or the group 4.5 Identify client conditions which may cause harm, distress or embarrassment on overnight or extended activities and implement strategies to reduce client harm/distress or reduce the impact of the condition on other clients 4.6 Provide information to clients on preventative measures against common injuries, wound, conditions and complaints encountered whilst participating in outdoor activities 4.7 Identify and respond to known client medical conditions
5 Maintain a positive social environment	5.1 Meet clients punctually and make them feel welcome and at ease 5.2 Discuss aims and objectives of session with clients and encourage them to set realistic goals 5.3 Balance group and individual needs and monitor continuously 5.4 Encourage group co-operation, participation and interaction 5.5 Establish group norms and standards and take appropriate action to address issues of equity, gender, ethnicity and emotional well-being 5.6 Balance levels of real and perceived risk, where relevant, in accordance with group and individual goals and abilities 5.7 Apply negotiation and conflict resolution strategies to deal with potential problems 5.8 Apply recognition and positive feedback to engender motivation and enjoyment 5.9 Deal with any decisions over client behaviour, disagreements or conflicts in a fair, prompt and firm manner
6 Establish effective communication	6.1 Establish communication strategies between all group members, where relevant to the activity 6.2 Communicate instructions in a manner suitable to the clients and ensure instructions are clear, accurate and contain all relevant information 6.3 Encourage clients to seek clarification of information when necessary 6.4 Communicate feedback on session technique and correct usage of equipment at an appropriate time to raise the client's self-esteem and motivation
7 Ensure client safety	7.1 Ensure personal skills are at an adequate level to engender client confidence and to determine and maintain client safety 7.2 Identify and note current standing practices for emergency procedures and deal with situations outside of the normal routine in accordance with organisation's procedures 7.3 Brief clients on safe and responsible behaviour and make them aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment 7.4 Organise clients into manageable groups with levels of supervision

	appropriate to situational variances and legislative requirements 7.5 Demonstrate "warming-up" of clients with appropriate and safe exercises relevant to the proposed session 7.6 Monitor compliance with regulations and restrictions continuously 7.7 Monitor location of clients as appropriate to the session 7.8 Set out equipment in a safe manner appropriate to the session and monitor clients for correct equipment usage and compliance with safety procedures 7.9 Distribute safety equipment effectively within the group 7.10 Identify potential hazards and assess risks continuously during the session and confirm as within acceptable limits in accordance with risk management policy and procedures 7.11 Ensure personal competencies with respect to topics and skills within the session are at a level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the client(s)
8 Prepare clients to end the session	8.1 Allocate sufficient time for "cooling-down" and discussion with clients 8.2 Collect and check issued equipment for damage and wear 8.3 Provide clients the opportunity to give feedback and identify further needs 8.4 Return the environment/facility to a condition acceptable for future use 8.5 Supervise clients' departure in a manner appropriate to the situation
9 Evaluate the session	9.1 Determine the parameters for evaluation 9.2 Ensure the evaluation includes the views of clients and other staff taking part 9.3 Offer and receive feedback and suggestions constructively 9.4 Identify areas where personal performance could be improved and agree on ways of obtaining improvement

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
Client needs	[all categories] • physical • emotional • psychological • individual • group • individual within group
Clients	[all categories] • includes but is not limited to ○ experienced ○ inexperienced ○ adults ○ children ○ school or youth groups, tourists, club members and general public ○ variety of different ethnic backgrounds ○ clients with special needs
Common injuries, wound, conditions and complaints	[all categories] • lacerations • blisters • puncture wounds • abrasions • burns • gastrointestinal problems • stings • dehydration • sprains and strains • sunburn
Communication strategies	[all categories relevant to activity] • verbal • whistles • hand/arm signals • radios • phones
Conditions	[all categories] • may include but not limited to

	○ snoring ○ bed wetting ○ nightmares ○ sleep walking ○ home sickness ○ drug taking and alcohol consumption
Emotional well-being	[all categories] • feelings • state of mind • perception of risk • self-esteem
Equipment	[all categories] • safety requirements, eg, first aid kit and protective clothing • session-specific client requirements • session-specific group requirements • equipment required by the session organiser
Evaluation	[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
Hazards	[all categories] • environmental • people/human (behaviour) • product/equipment and their use
Influencing factors	[all categories] • includes but is not limited to ○ weather ○ time of day ○ level of fatigue ○ health ○ injuries ○ environmental variables, eg, heat, cold, condition of site/location ○ client abilities
Information	[all categories] • organisational aims • expectations and aspirations of clients • numbers, ages and gender of clients

	• previous experience of clients • special requirements • basic rules or codes covering the activity including health and safety issues • medical condition • the session environment
Known client medical conditions	[all categories] • includes, but is not limited to ○ diabetes ○ asthma ○ allergies ○ epilepsy ○ angina ○ migraines
Physical resources	[all categories] • food • water • clothing • personal equipment • safety equipment, eg, sun protection, personal first aid requirements, medication
Regulations and restrictions	[all categories] • imposed, recommended or enacted by ○ land/facility managers ○ organisation conducting activity ○ regulatory or peak body ○ Occupational Health and Safety legislation
Resources	[all categories] • physical • human • financial • transport and related logistical requirements
Session	[one category] • does not include drills, tasks and activities with the aim of skill development or enhancement in order to perform competitively or independently, and may be ○ a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the client to participate safely and effectively ○ a component of a sequenced program of individual sessions
Session plan	[all categories]

	• aim • date and time • physical, human and financial resources • activity stages or structure • logistics • information requirements
Situational variances	[all categories] • staff and client abilities and experience • environmental conditions • age of clients • type of group • client gender
Sources of information	[all categories] • individuals • organisations • clients • recorded information • parents
Special requirements	[all categories] • age • medical condition • physical condition • ethnic origin • gender
Venue	[one category] • outdoor site/location • indoor facility

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 outdoor recreation session for clients using a particular facility or location • Assessment of performance should be over a minimum of three (3) different occasions with three (3) different client groups covering all prescribed categories from the Range Statements in an outdoor recreation activity • 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) ○ SRXFAD001A Provide essential first aid ○ SRXRIK001A Undertake risk analysis of activities • This unit must be assessed in conjunction with the following unit(s) ○ Activity specific competencies in outdoor recreation, where required • For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) ○ SRXGRO001A Facilitate a group ○ SRXEMR001A Respond to emergency situations
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 activities and care of clients ○ Organisation's policy and procedures for planning and conducting an outdoor recreation session for clients ○ Organisation's hierarchy and individual responsibilities within the hierarchy ○ Activity specific Codes of Practice and guidelines for identified activities to ensure session is conducted according to these practices and guidelines ○ Site/facility requirements to ensure an outdoor recreation session for clients is conducted appropriately ○ Activity aims and client goals in order to ensure the outdoor recreation session meets them ○ Knowledge of the time and resources available within the organisation ○ 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 outdoor recreation session for clients ○ Legislation relevant to confidentiality to ensure compliance when planning and conducting an outdoor recreation session for clients

	○ Factors affecting group and individual needs to ensure this information is included when planning the session ○ Reasons for client participation in an outdoor recreation activity to ensure this information is included in planning for an outdoor recreation session for clients ○ Health and other reasons affecting ability to participate in an activity ○ Risk analysis processes in order to evaluate the risk of planned outdoor recreation activities ○ Activity specific knowledge of identified planned outdoor recreation activities ○ Safe and appropriate dress and equipment for the outdoor recreation session ○ Basic warm up and cool down activities appropriate to the session/activity ○ Points to look for when checking equipment ○ Standards that equipment should meet • Required skills ○ Activity specific skills for identified planned outdoor recreation activities ○ Organisational skills to coordinate resources necessary for planned outdoor recreation activities ○ Questioning skills in order to determine appropriate outdoor recreation activities to meet client needs
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ a real outdoor recreation environment with real clients (not peers) ○ resources and venue specific to the outdoor recreation activity/session • 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., competent in activity-specific "guiding" units of competency ○ 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) different occasions with three (3) different client groups in order to ensure consistency of performance over the Range Statements and contexts applicable to preparing and conducting outdoor recreation sessions for clients
Context for	• This unit of competency must be assessed in the context of an

assessment	outdoor recreation activity or session with a range of real clients (not peers) • The environment should be safe and free from complicated or non-routine hazards other than those normally found in an outdoor recreation activity setting • 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 -Collecting information required to plan activity session for clients • Communicating ideas and information - Briefing clients on safe and responsible behaviour during activity • Planning and organising activities - Planning all resources required to undertake activity • Working with teams and others - Working with other staff members to facilitate activity • Using mathematical ideas and techniques - Counting numbers of clients before, during and after activity • Solving problems - Dealing with clients with differing experiences/skills • Using technology - Sourcing information on activity locations/venues Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROODR006A	MANAGE RISK IN AN OUTDOOR ACTIVITY
ODR	Outdoor recreation

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

This unit covers the knowledge and skills of risk management in the context of outdoor activities in order to identify and record the potential risks and hazards in an activity, and develop management strategies to lessen their potential impact. This unit also incorporates evaluation of the risk management analysis and risk management plan.

ELEMENT	PERFORMANCE CRITERIA
1 Demonstrate knowledge of the role of risk theory in the context of outdoor activities	1.1 Explain the meaning of terms used in contemporary risk management, and their relationship to each other 1.2 Identify the nature and types of risk as it applies to outdoor experiences 1.3 Examine the reasons why people engage in outdoor activities that involve risk and outline the positive outcomes related to involvement in outdoor activities that involve risk 1.4 Examine the concept of 'optimal arousal' and/or a 'flow state' in relation to risk taking 1.5 Outline the role of adventure based activities, identifying the value of using and/or experiencing risk, based on contemporary literature and research on the subject
2 Examine the adventure experience and its link to risk in outdoor activities	2.1 Identify conditions that contribute to an adventure experience 2.2 Identify the elements of challenge in adventure experiences 2.3 Identify factors that affect an individual's perception of risk in an outdoor activity and how an individual's perception of risk and of their own competence can change in a specified situation 2.4 Outline factors that affect accurate assessment of personal competence and the level of risk associated with an outdoor activity 2.5 Analyse the interplay between different levels of risk and competence and all possible combinations as part of the adventure experience paradigm 2.6 Outline various models that have been developed to illustrate the consequences of the match/mismatch of real and perceived risk, from low to high levels 2.7 Determine the implications of these interactions for outdoor leaders and the implications for outdoor leaders in terms of providing safe, yet challenging experiences
3 Apply knowledge of accidents	3.1 Analyse the factors which cause accidents in outdoor activities 3.2 Determine the role of accident/incident analysis in risk management 3.3 Identify tools to assist in the analysis of accidents/incidents
4 Identify and record potential risks and hazards in an activity, and management strategies to lessen their impact	4.1 Identify all risks and dangers commonly associated with an activity 4.2 Identify contributing hazards for each real risk, including people, equipment and environmental hazards 4.3 Determine the role of the interaction between people, equipment and environmental hazards leading to the risk eventuating 4.4 Identify hazard management strategies that minimise, isolate or eliminate hazards 4.5 Utilise a system that traces the relationship between each risk, its contributing hazards and the likelihood of the risk eventuating and the resultant consequence(s) in order to determine whether the level of risk is acceptable

	4.6 Identify emergency procedures that manage a crisis situation for given identified risks and hazards, and minimises the potential loss 4.7 Identify industry standards for management of activity and justify any deviation from these
5 Apply risk management during an outdoor activity	5.1 Justify and choose an activity reflecting program objectives and the level of challenge for clients, with respect to the relationship between risk and competence 5.2 Determine the acceptable degree of difficulty and risk, based on the activity aims and objectives, the conditions and the competence of the clients and leaders 5.3 Identify hazards for the activity including the people, environmental and equipment factors 5.4 Use management strategies to eliminate, isolate or minimise hazards identified before and during activity, to ensure client safety 5.5 Ensure activity equipment is used, carried and stored according to manufacturer's recommendations and any organisational procedures 5.6 Ensure the availability of emergency equipment at all times during the activity
6 Evaluate risk management	6.1 Evaluate the activity's risk analysis and the risk management plan following the conduct of the activity to determine aspects requiring modification 6.2 Develop a strategy to address issues raised as a result of the evaluation 6.3 Evaluate own performance as a risk manager and obtain feedback in order to identify perceived strengths and areas for improvement

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 experience paradigm	[all categories] • exploration and experimentation • adventure • peak adventure • misadventure • devastation and disaster
Causes of accidents in outdoor activities	[all categories] • unobserved or underestimated unsafe conditions • unsafe acts • errors of judgement on the part of the guide/instructor or participant • includes causes such as ○ familiarisation with the situation/environment ○ "get home it is" ○ risk shifts within groups (due to risk taking behaviour of bolder/influential members) ○ attribution theory, i.e., unwillingness to accept responsibility for bad or negative situations
Challenge	[all categories] • involves the interplay of risk and competence ○ situational risk ○ personal competence
Conditions contributing to an adventure experience	[all categories] • freedom of choice • state of mind, i.e., adventures are experienced differently by different people • intrinsic motivation, i.e., joy, happiness, independence, self-development • uncertainty of outcome, i.e., neither too much uncertainty, not too little
Danger	[all categories] • risks arise from dangers which come in two (2) forms ○ perils - the source of the loss, eg, a damaged rope ○ hazards - conditions which increase the likelihood of the loss, eg, bad weather, poor group management
Emergency equipment	[all relevant categories]

	• may include but is not limited to ○ first aid kit ○ spare clothes ○ shelter ○ communication device ○ food and water
Justification	[all categories] • may include but is not limited to ○ characteristics of specific site ○ leader experience ○ group experience ○ group numbers ○ ratios
Management strategies	[all categories] • may include but are not limited to ○ leadership style ○ disclosure of risks ○ setting ground rules ○ clear communication ○ checking for participants' understanding ○ demonstration of skills and techniques ○ role modelling appropriate behaviour ○ site suitable for weather conditions ○ ability of group versus chosen activity ○ sequenced to ensure participants prepared adequately for activity ○ clients able to choose their own level of challenge ○ postponement/modification/cancellation of activity
Risks	[all categories] • the potential to lose something of value • losses may include but are not limited to ○ financial ○ environmental ○ cultural ○ physical ○ psychological ○ social • includes absolute, real and perceived risk
Risk Management Plan	[all categories] • a plan to reduce potential loss to an acceptable level • includes ○ risk identification ○ hazard identification: ▪ equipment ▪ environment

	▪ people
Terms	[all categories] • includes but is not limited to ○ risk ○ hazard ○ peril ○ danger ○ incident ○ accident ○ crisis ○ causal sequence ○ psychological hazards ○ risk versus competence ○ challenge ○ adventure ○ management strategies ○ real risk, perceived risk, absolute risk ○ policies and guidelines ○ industry standards ○ emergency procedures

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 understanding of risk management theory and its application to outdoor activities • Assessment of performance should include developing and evaluating risk management plans for a minimum of two (2) different activities for two (2) different groups covering the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate technique to ○ demonstrate understanding of risk management theory ○ identify and record potential risks and hazards in an activity ○ determine the likelihood of the risk occurring and the consequence ○ evaluate whether a risk is acceptable, in the context of the activity aims and the organisational context ○ develop risk management strategies to lessen their potential impact ○ evaluate risk analysis and own performance as a risk manager
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ 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) ○ activity-specific guiding units ○ SRXOHS002B Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs and maintain Occupational Health and Safety standards
Required knowledge and skills	• Required knowledge ○ First aid knowledge appropriate to the activity and location ○ Activity specific knowledge to undertake the activity ○ Equipment design limits and issues associated with operating outside design limits ○ Risk management terms and theory applicable to an outdoor recreation context ○ Hazard prevention/minimization strategies ○ Industry best practice with respect to the conduct of activities (including staff: client ratios, etc) ○ Equipment repair and maintenance requirements ○ Occupational Health and Safety requirements with respect to recording and reporting activity planning and incidents/accidents that occur ○ Organisational requirements with respect to recording and reporting ○ Emergency/incident procedures to apply to risk management planning to decrease the consequences should an accident occur ○ Relevant industry standards, guidelines, codes of practice ○ Legal responsibilities in risk management ○ Accident/incident analysis as a tool in risk management planning • Required skills

	○ Activity specific skills to conduct an activity safely ○ Group leadership skills to effectively manage a group in an outdoor context ○ Communication skills to network with colleagues to determine and comply with industry best practice ○ Problem solving to reduce the likelihood of risk
Resource implications	• Physical resources - assessment of this competency requires access to ○ activity specific equipment ○ venue to conduct outdoor activity ○ safety equipment, eg, first aid kit, communication device ○ industry/activity standards ○ organisation/enterprise policies and procedures ○ personal protective clothing appropriate to the location and conditions • 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 different levels of competence, different program objectives and different hazards associated with different activities, this unit of competency must be assessed whilst managing risk with a minimum of two different groups (preferably involving two different activities) in order to ensure consistency of performance over the Range Statements and contexts applicable to managing risk for an outdoor activity
Context for assessment	• For valid and reliable assessment this unit of competency must be assessed in the context of developing and evaluating risk management plans for outdoor recreation activities with a range of real clients • 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	2	3	3	2	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 - Accessing and analysing information on accident/incident data and applying this to risk management planning • Communicating ideas and information - Communicating aspects of risk management plan and emergency procedures within plan to staff • Planning and organising activities - Developing a risk management plan and organising activities consistent with the plan • Working with teams and others - Identifying possible risks and developing strategies to minimise risk • Using mathematical ideas and techniques - Calculating the likelihood of a risk and the consequence • Solving problems - Determining ways to minimise risk, remove hazards, etc • Using technology - Accessing data on accidents Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROODR007A	DEVELOP AND COORDINATE PROGRAMS INCORPORATING OUTDOOR ACTIVITIES
ODR	Outdoor recreation

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

This unit covers the knowledge and skills to plan non-instructional programs incorporating outdoor adventure activities in a variety of contexts to suit different client needs and different program goals. Emphasis is on the application of a depth and breadth of knowledge of adventure programming principles and of planning skills to cater for a diversity of needs and situations. Knowledge and understanding of adventure and its inter-relationship with the client, the nature of the experience and risk management are key aspects of this unit.

ELEMENT	PERFORMANCE CRITERIA
1 Collect information to plan program	1.1 Draw relevant information from a range of sources to plan a program of activities, ensuring that information is as up-to date, accurate and comprehensive as available sources allow 1.2 Seek information politely and sensitively and respect clients' and organisations' rights to confidentiality 1.3 Treat views of clients with respect and give consideration to individual client's needs as well as the group as a whole 1.4 Discuss and confirm identified needs with clients 1.5 Consider the level of interaction between clients and/or the stage of group development where relevant 1.6 Advise individual clients of any obvious reasons why they should not participate in a given activity or program of outdoor activities 1.7 Where client needs cannot be met, inform them and provide information about other possible providers
2 Apply knowledge of adventure programming to develop a plan for a program of sessions	2.1 Encourage clients or their representatives to contribute to program design 2.2 Apply knowledge of the concept of risk and the key strategies used in adventure programming to identify a range of suitable activities to achieve identified program outcomes 2.3 Outline the role of sequencing in adventure programming and the key considerations in relation to sequencing in order to design a sequence of activity sessions to enhance participation and client motivation 2.4 Develop a plan which contains clear aims and objectives to meet identified needs and makes the best use of available time and resources 2.5 Identify how the plan provides a framework which is sufficiently flexible to allow alterations to cope with unforeseen changes in circumstances 2.6 Ensure that the plan conforms to legislation, health and safety requirements and accepted industry best practice and provides a safe physical and emotional environment for the clients 2.7 Identify how the plan is consistent with strategies to overcome discrimination and stereotyping 2.8 Determine, in accordance with the program objectives and clients' abilities, the level of supervision required and opportunities for devolution of responsibilities, where appropriate 2.9 Where relevant, seek agreement on the plan with staff, clients and organisations prior to completion of all documentation 2.10 Apply the organisation's risk management plan to sessions within the program of activities
3 Coordinate and allocate program	3.1 Arrange a venue/venues appropriate for the program, the clients and their abilities and ensure access to the area is safe and possible for all clients

resources	3.2 Arrange equipment and resources appropriate to the program and clients, ensuring that the numbers of clients remain within limits which are safe and allow all to benefit from the program 3.3 Ensure that selected staff have the necessary skills/qualifications and the ability to work sympathetically with the clients to achieve positive interaction and a supportive atmosphere and that their style of program delivery corresponds to agreed aims and is appropriate to the nature of the clients 3.4 Select staff with adequate skills to engender confidence in the clients and enhance motivation throughout the program 3.5 Arrange for equipment to be safely modified and/or conditioned for use by different client groups 3.6 Check resources for availability and safety and compliance with health and safety requirements 3.7 Where relevant, arrange financial resources necessary for the program 3.8 Confirm arrangements and resources with the appropriate staff, organisations and clients, ensuring that they support the planned sequencing and coordination of sessions 3.9 Provide clear, accurate and concise information and advice to clients on physical resource requirements for the activities 3.10 Brief assisting personnel as to the extent and limitations of responsibilities, special requirements of clients and expectations regarding attitudes to clients
4 Evaluate a program	4.1 Determine criteria upon which the evaluation will be conducted 4.2 Seek feedback from clients, staff, colleagues, organisations and other relevant stakeholders involved in individual sessions and in the program as a whole 4.3 Treat positively the views of all those involved 4.4 Evaluate all relevant evaluation components of the program, and individual sessions within the program, identifying both strengths and weaknesses 4.5 Analyse all information relevant to the program and record the results 4.6 Discuss the evaluation with the staff involved, seek agreement and document ideas for improvement of practice 4.7 Use the evaluation to identify personal development objectives 4.8 Handle discussions and any disagreements in a way which promotes continuing and effective relationships

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 programming	[all categories] • considerations, eg, client needs, aims of program, client abilities • strategies ○ structure, i.e., sequencing, assessing client needs ○ control, i.e., risk management ○ supervise, i.e., leadership, devolution of responsibility where appropriate, on-going assessment
Assisting personnel	[all categories] • teachers • carers • assistant staff • parents
Client needs	[all categories] • physical • emotional • psychological • individual • group • individuals within group
Clients	[all categories] • includes but is not limited to ○ experienced ○ inexperienced ○ school or youth groups ○ variety of ethnic backgrounds ○ clients with special needs ○ general public
Equipment	[all categories] • safety requirements, eg, first aid kits, protective clothing • session-specific client requirements • session-specific group requirements • equipment required by the session leaders/facilitators
Evaluation	[all categories]

components	- includes but is not limited to - aims and objectives of the program and each session - sequence of sessions - suitability and safety of facilities and equipment - content, structure and processes of the sessions within the program - constraints affecting the sessions and the overall program - optimal use of resources and venues
Information	[all categories] - includes but is not limited to - needs and expectations of organisation - needs and expectations of clients - numbers, ages and gender of clients - health status of clients and staff - previous experience and development stage of clients - available time - special requirements - staff, physical and financial resources - cultural and political influences
Key considerations	[all categories] - minimise real risk - balance real and perceived risk to suit client abilities to achieve peak adventure
Physical resources	[all categories] - food - water - clothing - personal equipment - safety equipment, eg, sun protection, personal first aid requirements, medication
Program of outdoor activity sessions	[all categories] - a sequence of tasks, games or activities in which the extent of instruction is minimal and covers only that which is required to allow the client to participate safely and effectively - a sequenced program of individual sessions running sequentially or simultaneously, for individuals or groups - does not include drills, task and activities with the aim of physical skill enhancement in order to perform competitively or independently
Plan	[all categories] - aim - date and time(s) - physical, human and financial resources

	• sessions, stages or structure • logistics • information requirements
Resources	[all categories] • physical • human • financial • transport and related logistical requirements
Special requirements	[all categories] • age • medical condition • physical condition • ethnic origin • gender
Venue	[one category] • outdoor activity site/location • indoor facility • mixture of indoor and outdoor sites

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 of an outdoor adventure program for clients using a particular facility or location • Assessment of performance should be over the development of a minimum of three (3) different programs covering all relevant categories within the Range Statements for three (3) different client groups or for programs with different aims and objectives • In particular, assessment must confirm the ability to plan a program of individual sessions to suit ○ different client needs ○ different program aims ○ different program contexts (as specified in the Range Statements)
Interdependent assessment of units	• This unit must be assessed after attainment of competency in the following unit(s) ○ SROODR006A 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) ○ Nil
Required knowledge and skills	• Required knowledge ○ Sources of information necessary to effectively organise an identified outdoor recreation program ○ Legislation relevant to ensure compliance with confidentiality requirements of participants participating in an outdoor recreation program ○ Knowledge of group dynamics and factors affecting group and individual needs in order to effectively organise an outdoor recreation program ○ Reasons for client participation in an outdoor recreation program in order to ensure appropriate outdoor recreation programs are organised ○ Health and other reasons affecting ability to participate in a session or an outdoor recreation program ○ Organisation's policies and procedures in regard to organising outdoor recreation programs ○ Policies, procedures and requirements specific to the venue/facility in order to ensure appropriate outdoor recreation programs are organised ○ Risk analysis processes in order to ensure all possible risks associated with an organised outdoor recreation program have been identified and appropriate action taken to ensure safety of clients and staff ○ Principles and theories of adventure programming and its use in education ○ The concept of risk and its use in adventure programming ○ Activity-specific knowledge relevant to the activity sessions within the outdoor recreation program ○ Survey techniques for use with a diversity of stakeholders

	- Required skills - Activity-specific skills relevant to the activity sessions within the outdoor recreation program - Organisational skills in order to effectively plan an outdoor recreation program, including all relevant details necessary to ensure smooth and efficient operation - Research skills to determine client needs and organise an outdoor recreation program that will suit these needs - Critical evaluation and problem solving skills to analyse feedback and identify improvements to programs
Resource implications	- Physical resources - assessment of this unit of competency requires access to - clients seeking to participate in an outdoor recreation program - a facility/venue for the conduct of an outdoor recreation program - organisation's policies and procedures with respect to the conduct of programs - information on an organisation's resources (human, physical, etc) - 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 different client needs, appropriate sequencing of sessions and different program durations, competence in this unit must be assessed over the development of a minimum of three (3) different programs for three (3) different client groups or for programs with different aims and objectives
Context for assessment	- This unit of competency must be assessed in the context of planning an outdoor recreation program for a range of 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	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 from a range of sources on client needs and the program aim(s) • Communicating ideas and information - Briefing staff and support personnel on program requirements • Planning and organising activities - Planning a sequence of sessions to form a cohesive program to suit client needs • Working with teams and others - Working with staff, clients, parents, suppliers, repair and maintenance personnel to plan and coordinate programs in an ongoing fashion • Using mathematical ideas and techniques - Calculating food and equipment requirements • Solving problems - Developing contingency plans for programs in the event of inclement weather, staff shortages, etc • Using technology - Sourcing and recording information relevant to programs Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROODR008A	REVIEW OUTDOOR RECREATION ETHICS AND PHILOSOPHIES
ODR	Outdoor recreation

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

This unit covers the knowledge and skills required to analyse current issues and trends within the outdoor recreation industry to determine the fundamental principles that underpin participation in outdoor activities and the potential benefit of those activities to clients. From this understanding, learners will be able to review ethics and philosophies with respect to outdoor environments and their use in order to develop their own personal ethics, values and philosophies.

ELEMENT	PERFORMANCE CRITERIA
1 Source and analyse relevant information to assist in the evaluation	1.1 Identify <i>sources of information</i> on issues, trends and philosophical theories within outdoor recreation 1.2 Source information on <i>terms</i> which are commonly used to describe the various ways in which outdoor activities are incorporated into programs 1.3 Analyse the definitions of <i>terms</i> accessed and, from a personal perspective, clarify the similarities and differences between these various uses of the outdoor environment 1.4 Determine <i>national and regional issues</i> affecting participation in, and the conduct of, outdoor activities
2 Investigate the relationship between self, nature and others	2.1 Analyse and summarise the perceived physical and psychological benefits of participation in wilderness experiences, as described in the <i>writings and experiences</i> of others 2.2 Outline the perception held by indigenous Australians of the outdoors, the land, the people and their interrelationship 2.3 Provide examples of the various <i>perspectives of nature</i> held by individuals and organisations and determine how these perspectives may influence the individual or organisational philosophy and ethic 2.4 Analyse the role played by <i>individuals, groups and the media in the cultivation of an ethic</i> which identifies humans with their environment
3 Determine the potential value of outdoor activities in today's society	3.1 Determine the <i>factors affecting participation in outdoor activities and barriers to active participation</i> 3.2 Analyse how different organisations provide outdoor activities which cater to the different types of client group(s), the aims/objectives of the clients, and the aims/objectives of the programs 3.3 Examine the role(s) that wilderness/the natural environment play(s) in the achievement of objectives in different types of program which use the outdoor environment 3.4 Evaluate the role that participation in outdoor activities plays in the development of a sense of identity or relatedness with nature and in the development of attitudes and behaviours with respect to the natural environment
4 Review different values, ethics and philosophies with respect to the outdoor environment, outdoor activities and their use	4.1 Identify <i>models of ethical decision making</i> and how these can be applied in an outdoor recreation context 4.2 Determine the factors that influence the development of personal ethics 4.3 Explain the differences between personal and professional philosophies 4.4 Describe <i>ethical dilemmas</i> that arise when participating in or conducting outdoor activities 4.5 Analyse the underlying cause of these dilemmas and determine strategies to address them

	4.6 Document personal values, ethics and philosophies with respect to personal outdoor recreation participation and the provision of outdoor recreation activities for others

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 active participation	[all categories] - includes but is not limited to - financial - cultural - emotional - physical - gender - sexual orientation
Ethical dilemmas	[all categories] - includes but is not limited to - environmental concerns - individual versus group benefit - client's rights - informed consent - deception and secrecy - gender issues - risk-benefit issues "captive" populations (coerced/non voluntary clients)
Factors affecting participation in outdoor activities	[all categories] - includes but is not limited to - changing demographic and social composition - technological innovation - increased activity in tourism and travel - shifts in economic strengths and weaknesses - concern for the environment - increased accountability of institutions and leaders - changes in transportation systems
Individuals, groups and the media in the cultivation of an ethic	[all categories] - media focus on environmental issues, eg, whaling, slaughter of seal cubs, dams in wilderness areas - personalities, eg, David Suzuki, Jacques Cousteau - development of lobby/advocacy group, eg, World Conservation Strategy, Earth Summit, Green political movements
Models of ethical decision making	[all categories] - includes but is not limited to approaches such as use of - principle ethics (guided by a proactively determined set of

	○ impartial rules; independent of situation ○ virtue ethics (guided by an examination of the particular factors and influences of each act; dependent on the situation) • may include a five (5) step model ○ intuition ○ option listing ○ ethical rules ○ ethical principles ○ ethical theory
National and regional issues	[all categories] • includes but is not limited to ○ access to natural environments ○ equity ▪ gender ▪ culture ▪ role models ▪ use of resources and time ▪ access ○ litigation ○ impact of the activities ○ training of outdoor leaders ○ accreditation and registration ○ cost of training and accreditation ○ requirements on volunteers ○ environmental degradation and overuse
Perspectives of nature	[all categories] • as a playground or gymnasium • as museums or storehouses • as cathedrals or places of worship • as a close friend or next of kin • as part of self
Sources of information	[all categories] • includes but is not limited to ○ international literature and sources ○ outdoor recreation journals, magazines and research articles ○ television and other media articles ○ discussions/interviews with employers and employees ○ conference proceedings ○ peak outdoor recreation and outdoor education associations and clubs ○ land managers ○ Australian journals, magazines and research material ○ internet and discussion pages
Terms	[all categories] • includes but is not limited to ○ recreational/social, eg, outdoor recreation, adventure tourism ○ educational, eg, outdoor education, environmental education,

	earth education, experiential education, education in the outdoors, adventure education ○ therapeutic, eg, adventure therapy, ○ tourism, eg, adventure tourism ○ corporate, eg, adventure education ○ environmental, eg, eco-tourism, environmental education
Writings and experiences	[all categories] • indigenous peoples • early explorers and philosophers • modern philosophers and wilderness advocates

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 development and evaluation of ethics and philosophies in the context of outdoor environments and their use • Assessment of performance should be over the prescribed number of categories from the Range Statements • Assessment must confirm the ability to apply this knowledge and appropriate techniques to ○ source and analyse information on ethics and philosophies relevant to outdoor environments and their use ○ investigate the relationship between self, nature and others and the role participation in outdoor activities plays in the development of these relationships ○ review ethics and philosophies with respect to outdoor environments and their use ○ identify ethical dilemmas which may arise when using outdoor environments and conducting outdoor adventure activities ○ apply models of ethical decision making to the development of personal ethics and philosophies
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 other units ○ Nil
Required knowledge and skills	• Required knowledge ○ Definition of ethics, values and philosophies ○ Sources of information and definitions of key terms relating to use of the outdoors in programs ▪ outdoor recreation ▪ outdoor education ▪ environmental education ▪ adventure education ▪ adventure tourism ○ Definitions and concepts relating to the relationship between man and the environment ○ The concept of wilderness, factors that affect a person's perception of wilderness and the value of wilderness to society ○ The value of wilderness and wilderness experiences as described by indigenous peoples, early explorers and philosophers, modern philosophers and wilderness advocates ○ Approaches used for making ethical decisions, eg, using principle ethics, virtue ethics ○ Models of ethical decision making ○ The process for the development of personal and professional ethics and factors affecting this process ○ Ethical dilemmas with respect to outdoor activities provision and participation and strategies to deal with these dilemmas

	- Required skills - Research skills to access information from a variety of sources - Analytical skills to evaluate the range of ethics and philosophies - Critical questioning skills to elicit information and opinions
Resource implications	- Physical resources - assessment of this unit of competency requires access to - an outdoor recreation environment/organisation/enterprise and outdoor recreation volunteers, workers or peers - 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	This unit of competency must be assessed over a period of time in order to enable the learner to interact with different individuals and organisations within the outdoor recreation industry in order to review their ethics and philosophies
Context for assessment	- This unit of competency must be assessed in the context of ethics and philosophies within the outdoor recreation industry - 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 or simulated situation by demonstration - 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	0	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 - Accessing information on an organisation's or an individual's ethics and philosophies, and factors affecting these • Communicating ideas and information - Discussing ethics and philosophies and ethical dilemmas with peers and employers • Planning and organising activities - Planning activities and programs in the context of an organisation's and an individual's ethics and philosophies • Working with teams and others - Developing an organisation's ethics and philosophies • Solving problems - Resolving ethical dilemmas whilst conducting outdoor activities or programs • Using technology - Accessing information on an organisation's or an individual's ethics and philosophies, and factors affecting these Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						

SROODR009A	EVALUATE POLICY/PROCEDURES FOR AN OUTDOOR BUSINESS/ORGANISATION
ODR	Outdoor recreation

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

This unit covers the knowledge and skills required to evaluate policy/procedures for an outdoor recreation business or organisation and to suggest modifications, where appropriate. This includes researching the need for a policy, conducting consultative processes with relevant parties on the implementation of the policy, reviewing the policy and drafting new/modified policy, where required.

ELEMENT	PERFORMANCE CRITERIA
1 Establish the need for <i>policy/procedures</i> and the <i>framework for the policy development</i>	1.1 Establish the need for <i>policy/procedures</i> to contribute to effective and efficient practice in the work place 1.2 Formulate and document the desired outcomes to be achieved through the implementation of <i>policy/procedures</i> 1.3 Determine the organisation's commitment with respect to acceptance and implementation of policy 1.4 Clarify the organisational environment and analyse strengths, weaknesses, opportunities and threats
2 Facilitate the review of <i>policy/procedures</i>	2.1 Determine whether procedures exist within the policy for reviewing the organisation's performance in regard to the <i>policy/procedures</i> 2.2 Develop a mechanism for evaluation of <i>policy/procedures</i> , including timeframes for evaluation process 2.3 Identify financial and human resources for the review of <i>policy/procedures</i> and seek and/or provide in a timely and consistent manner 2.4 Identify key personnel to be included in the review of organisational <i>policy/procedures</i> 2.5 Prepare terms of reference and guidelines and make available to people/parties involved in the process 2.6 Develop and use a consultative process appropriate to the <i>policy/procedures</i> 2.7 Fully inform all parties contributing to the review process of relevant information 2.8 Deal with issues raised through participation and consultation and resolve promptly and effectively
3 Review the organisation's <i>policy/procedures</i>	3.1 Identify and document the objectives of the <i>policy/procedures</i> and rationale for their development 3.2 Identify and define the extent, or range of areas, to which the <i>policy/procedures</i> apply 3.3 Determine links between the <i>policy/procedures</i> , the organisation's responsibilities and the organisation's strategic/corporate plan and goals and identify what may be regarded as acceptable policy within the organisation 3.4 Determine whether the <i>policy/procedures</i> identify organisational <i>responsibilities</i> and documented strategies for awareness raising, skills acquisition, training and education of staff in the policy area 3.5 Ascertain through consultation whether the <i>policy/procedures</i> clearly define individual responsibilities and duties which will allow implementation and integration and are included in job descriptions and duty statements for all relevant positions 3.6 Confirm whether the <i>policy/procedures</i> are in line with legislation, industry practice and incorporate the possible impact of outside influences and

	changes in direction and/or new trends 3.7 Review the effectiveness of the policy/procedures using feedback from all relevant parties on implementation issues and outcomes 3.8 Assess the effectiveness of the policy/procedures according to the organisation's aims with respect to the particular area and determine improvements to the policy/procedures to ensure more effective achievement of the organisation's aims 3.9 Recommend, where appropriate, modifications to policy/procedures
4 Prepare draft policy/procedures documents	4.1 Develop new/modified draft documents covering all required aspects, using clear and concise language in a format consistent with industry presentation 4.2 Draft new/modified policy/procedures which are consistent with organisational objectives, taking into account availability of resources and specify timeframes for implementation 4.3 Ensure draft policy/procedures comply with all relevant legislation and incorporate outcomes of the consultative process where appropriate 4.4 Identify individuals or sections responsible for implementing policy/procedures within the organisation 4.5 Determine the feasibility of establishing a team or infrastructure to communicate details of the policy/procedures and implement them within the organisation 4.6 Identify, develop and implement strategies to raise awareness about the policy/procedures 4.7 Establish performance management processes for monitoring the awareness and implementation of policy/procedures within the organisation
5 Implement, monitor and review policy/procedures	5.1 Inform all relevant parties to ensure an understanding of issues involved, relevance of policy/procedures, implications to operation and ease of access to information 5.2 Advise all relevant parties of their responsibilities under the new/modified policy/procedures 5.3 Provide education and training to all relevant parties where necessary to ensure correct implementation 5.4 Monitor activities to ensure that the policy/procedures are adopted effectively 5.5 Develop and integrate a procedure for on-going assessment of policy/procedures within systems of work and procedures 5.6 Monitor activities to ensure that this procedure is adopted effectively 5.7 Address the policy/procedures at the planning, design and evaluation stages of any change to ensure compliance is maintained 5.8 Establish a system for keeping records to allow identification of patterns and issues which are relevant to the implementation of the policy

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
Framework for policy development	[all categories] • policy development and updating • determining the ways in which policies will be managed. This may include distinct management activities, or inclusion of functions within a range of management functions and operations such as ○ maintenance of plant and equipment ○ purchasing of materials and equipment ○ designing operations, work flow and materials handling ○ planning or implementing alterations to site, plant, operations or work systems • mechanisms for review and allocation of human, technical and financial resources needed, including defining and allocating responsibilities • mechanisms for keeping up to date with relevant information and updating management arrangements • mechanisms to assess and update arrangements relevant to regulatory requirements • a system for communicating information to employees, supervisors and managers within the organisation
Policy/procedures	[all categories] • a statement/series of statements of direction for the organisation which may include, but is not limited to policies which address ○ administration ○ Equal Employment Opportunity ○ Occupational Health and Safety ○ performance assessment ○ grievance ○ training ○ recruitment ○ industrial relations ○ dealing with media ○ client confidentiality/privacy ○ staff dress/code of behaviour ○ client complaints ○ records maintenance ○ purchasing of supplies and equipment ○ counselling/disciplinary processes
Relevant parties	[all categories applicable to a specific outdoor organisation] • employees/clients • supporters • sponsors • members

	• volunteers • facility owners • government
Inform all relevant parties	[all categories] • on a one-to-one basis • by group training • by distribution of hard copies of guidelines • via e-mail messages
Resources	[all categories] • human • physical • financial

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 of the factors influencing the development and implementation and evaluation of policies and procedures in an outdoor recreation business or organisation • Assessment of performance should be over a period of time covering all specified categories of all Range Statements and should enable assessment of the review/evaluation, possible redrafting and implementation of policy and/or procedures in the learner's environment • In particular, assessment must confirm the ability to ○ identify the need for the development of a policy/procedures ○ undertake consultation with relevant people in order for the policy/procedures to be reviewed and evaluated ○ review the policy/procedures to ensure outcomes are achieved ○ make recommendations on modifications to policy/procedures where appropriate ○ develop new/modified policy/procedures ○ ensure the new/modified policy/procedures are comprehensive and use clear and concise language ○ ensure new/modified policy/procedures comply with all legislative and organisational requirements ○ ensure all relevant people are involved in the implementation of the policy/procedures and are aware of their responsibilities ○ organise training for staff, where necessary, to ensure correct implementation of the new/modified policy or 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) ○ SRXOHS003B Establish, maintain and evaluate the organisation's Occupational Health and Safety system
Required knowledge and skills	• Required knowledge ○ Relevant organisational policies and procedures ○ Organisation values, ethics, guidelines and objectives ○ Data collection methods for the identification of relevant data for the development of new policies ○ Research methods in order to gather relevant information ○ Organisation/business plans and context ○ Trend analysis to analyse and recommend on current and future trends for the organisation ○ Organisational and management systems ○ Occupational Health and Safety legislation ○ Environment Protection legislation ○ Equal Employment Opportunity legislation ○ Strategic planning processes ○ Organisation's policy and procedures for training of new and existing employees

	○ Organisation policy and procedures in regard to information and review of internal and external operating environments ○ Qualitative and quantitative analysis techniques ○ Methods for analysing and evaluating information ○ Organisation's objectives, key purpose, prime functions and key departments ○ Organisation's policy and procedures for the confidentiality and security of information ○ Financial management and budgeting • Required skills ○ Research methods ○ Contingency management ○ Consultation skills in order to consult with employees, union and management, external consultant ○ Counselling skills to counsel staff on the change process ○ Review/analyse and summarise literature ○ Negotiation skills in order to negotiate at all levels including, potential sponsors, employees, unions, management, external consultants, manufacturers and government departments ○ Problem solving skills to make recommendations on variances to work patterns due to new policies ○ Evaluation skills to evaluate the effectiveness of the policies ○ Data collection and analysis skills to gather and assess relevant information for inclusion in policies ○ Literacy and numeracy skills in regard to preparation, analysis, evaluation and reporting of forecasts, trends and recommendations, and business correspondence ○ Team and human resource management skills ○ Use of technology in order to understand management and accounting systems
Resource implications	• Physical resources - assessment of this unit of competency requires access to ○ an outdoor recreation organisation/business and employees/volunteers involved with the organisation/business ○ relevant Occupational Health and Safety Acts, regulations and codes of practice ○ information relevant to the management of the organisation (eg, planning, operations, maintenance, purchasing, budgeting) ○ organisation's occupational health and safety management information including policies 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	• This unit must be assessed over a period of time in order to enable the learner to interact with persons within an organisation to determine the need for policy, to review policy/procedures, evaluate their implementation

	and to develop new or modified policy and/or procedures, where required
Context for assessment	• This unit of competency must be assessed in the context of evaluating, developing and implementing policy and/or procedures for an outdoor recreation organisation or business. Therefore, assessment of the learner's ability to consult with relevant personnel to evaluate policy/procedures and to oversee the implementation within a real outdoor recreation organisation or business is required • 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 or simulated situation by demonstration • 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 - Accessing information on the need for policy, and accessing input from personnel on draft policy • Communicating ideas and information - Informing staff/volunteers of policy, implementation procedures and training to assist in policy implementation • Planning and organising activities - Planning consultation processes in policy development phase and organising training once policy is complete • Working with teams and others - Developing policy in line with the management of the organisation, consistent with operations, maintenance, purchasing and budget requirements • Using mathematical ideas and techniques - Developing and implementing policy in line with budget constraints • Solving problems - Resolving issues between different sections within an organisation (eg, finance, human resources) when developing policy; resolving implementation issues • Using technology - Accessing information needed to develop policy Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.						